



NATIONAL COMPREHENSIVE CENTER  
FOR **TEACHER QUALITY**

---

# Training Educators on the New Teacher Evaluation System

Lynn Holdheide, Research Associate

Vanderbilt University and National Comprehensive Center for Teacher Quality

Bryan Devine, Assessment Specialist

Peoria School District (Illinois)

Cynthia Robinson, Manager, Teacher Effectiveness Strategy

District of Columbia Public Schools

Kate McMahon, Manager, Impact Operations

District of Columbia Public Schools

School Improvement Grant Webinar Series

September 9, 2011

---

# The Role of the TQ Center

A federally funded partnership created to help states carry out the teacher quality mandates of ESEA

*American Institutes for Research*

Technical assistance, research, dissemination

*Educational Testing Service*

Technical assistance, research, dissemination

*Vanderbilt University*

Students with special needs, at-risk students

# Purpose

- Today
  - Increase awareness of the training needs when implementing a new evaluation system
  - Highlight fidelity of implementation as a priority concern
  - Consider the evaluation system's purpose and results when determining the level and depth of training needed
  - Provide resources and practical examples to guide your work

# Keeping Evaluation Meaningful

- By conducting meaningful evaluations, a district sends a clear message that it expects improvement and that teachers are important.
  - A reform effort such as this cannot be successful without trust and collaboration among teachers, administration, support staff, parents, and the community.
  - The new system cannot be viewed as merely compliance oriented, but all staff need to be vested and committed to making improvements in **teaching practice**.
-

# Keeping Evaluation Meaningful

- Therefore, the teacher evaluation system should:
  - Be developed with teachers (including other stakeholders)
  - Establish a set of high and consistent expectations
  - Use multiple measures to determine teacher performance
  - Provide meaningful feedback
  - Measure teacher and student growth
  - Provide multiple opportunities for teachers to grow in their profession
  - Provide structured support to teachers

# Playing with the Same Deck of Cards

Teacher apprehension and opposition develop when the “system” is not viewed as

- FAIR
- ACCURATE
- USEFUL

- Evaluations ...
  - based on evidence
  - explicit expectations (grounded in standards)
  - reliable results among evaluators
  - consistent message



TRAINING

# Educator Training Needs

- Process
    - Measures used, ratings, personnel decisions
  - Data/Evidence Collection
    - Executing assessments with fidelity, assembling supporting documentation, recording/tracking results
  - Observation Rubric
    - Training observers and teachers
    - Interrater reliability
  - Data Interpretation
    - Both student outcome data and teacher performance data
-

# Depth of Educator Training

- Evaluation system goals/purpose should guide the type and depth of educator training.
  - Culture shift takes time and intensive training.
  - Higher stakes require a higher level of fidelity.
  - Having the “right” measures is only the beginning—poor implementation will call validity into question.
- Underestimating the time, resources, and amount of training could derail evaluation efforts.
  - Use of administrators/peer evaluators
  - Cost of hiring substitutes



# Practical Guide to Designing Comprehensive Teacher Evaluation Systems

The screenshot shows the website of the National Comprehensive Center for Teacher Quality. The header features the center's logo and name. A search bar is located in the top right. On the left, there is a sidebar with a 'FILTER BY TOPIC' dropdown menu set to 'All', a 'KEYWORD' search box, and a list of navigation links including Home, About Us, TQ Connection, Technical Assistance, Toolbox, ARRA Resources, Events/Webcasts, TQ Resources, Interactive Tools, Comprehensive System of Support, and a map of the United States. The main content area is titled 'A Practical Guide to Designing Comprehensive Teacher Evaluation Systems'. It includes a paragraph about the national effort to build better teacher evaluation systems, a small image of a person, and a list of key resources. A red arrow points from the 'TQ Resources' link in the sidebar to the resource list. On the right, there is a 'Home' button and a list of eight topics: 1. Evaluation System Goals, 2. Stakeholder Investment & Communication Plan, 3. Selecting Measures, 4. System Structure, 5. Evaluators, 6. Data Integrity, 7. Using Results, and 8. System Evaluation.

**NATIONAL COMPREHENSIVE CENTER  
FOR TEACHER QUALITY**

Search

FILTER BY TOPIC  
All  
(Topic descriptions)

KEYWORD  
Search

Home  
About Us  
TQ Connection  
Technical Assistance  
Toolbox  
ARRA Resources  
Events/Webcasts  
TQ Resources  
Interactive Tools  
Comprehensive System of Support

**A Practical Guide to Designing Comprehensive Teacher Evaluation Systems**

Across the nation, states and districts are in the process of building better teacher evaluation systems that not only identify highly effective teachers but also systematically provide data and feedback that can be used to improve teacher practice.

**This site compiles key resources to support these efforts, found not only on the TQ Center website but other national websites as well. Key resources include the following:**

- Our new downloadable guide: [A Practical Guide to Designing Comprehensive Teacher Evaluation Systems](#)
- **Overviews** of eight key components of teacher evaluation systems.
- **Interactive guides** to key questions to consider when designing teacher evaluation systems.
- **Resources** to support development.
- **Selected links** to our [Teacher Evaluation Models in Practice](#) website featuring expert panel reviews of real-life teacher evaluation systems. These include the following:
  - Reviews per key component of approaches taken in practice.
  - Resources per key component used by districts in practice.

Home

1. Evaluation System Goals
2. Stakeholder Investment & Communication Plan
3. Selecting Measures
4. System Structure
5. Evaluators
6. Data Integrity
7. Using Results
8. System Evaluation

<http://www.tqsource.org/practicalGuide/>

LEARNING POINT Associates®  
An Affiliate of American Institutes for Research®





NATIONAL COMPREHENSIVE CENTER  
FOR TEACHER QUALITY

## **A Practical Guide to Designing Comprehensive Teacher Evaluation Systems**

A Tool to Assist in the  
Development of Teacher  
Evaluation Systems

.....

MAY 2011



# Validity of Classroom Observations Is Highly Dependent on Training

- A teacher should get the same score no matter who observes him or her.
  - This requires that all observers be trained on the instruments and processes.
  - Occasional “calibrating” should be done; more often if there are discrepancies or new observers.
  - Who the evaluators are matters less than adequate training.
  - Teachers should be trained on the observation forms and processes.



FILTER BY TOPIC

All

(Topic descriptions)

KEYWORD

Search

Home

About Us

TQ Connection

Technical Assistance  
Toolbox

ARRA Resources

Events/Webcasts

TQ Research Library

Interactive Tools

Comprehensive  
System of Support



## A Practical Guide to Designing Comprehensive Teacher Evaluation Systems

Across the nation, states and districts are in the process of building better teacher evaluation systems that not only identify highly effective teachers but also systematically provide data and feedback that can be used to improve teacher practice.



**This site compiles key resources to support these efforts, found not only on the TQ Center website but other national websites as well. Key resources include the following:**

- Our new downloadable guide: [A Practical Guide to Designing Comprehensive Teacher Evaluation Systems](#)
- **Overviews** of eight key components of teacher evaluation systems.
- **Interactive guides** to key questions to consider when designing teacher evaluation systems.
- **Resources** to support development.
- **Selected links** to our [Teacher Evaluation Models in Practice](#) website featuring expert panel reviews of real-life teacher evaluation systems. These include the following:
  - Reviews per key component of approaches taken in practice.
  - Resources per key component used by districts in practice.



Home

1. Evaluation System Goals

2. Stakeholder Investment & Communication Plan

3. Selecting Measures

4. System Structure

7. Using Results

8. System Evaluation

Evaluators

FILTER BY TOPIC  
All  
(Topic descriptions)

KEYWORD  
  
Search

Home  
About Us  
TQ Connection  
Technical Assistance  
Toolbox  
ARRA Resources  
Events/Webcasts/  
Presentations  
TQ Research Library  
Interactive Tools  
Comprehensive  
System of Support



## A Practical Guide to Designing Comprehensive Teacher Evaluation Systems

### Component 5: Selecting and Training Evaluators

Overview

Guiding Questions

Development Resources

Real-Life Examples

Click on any part of the map to view related guiding questions.

Download a [planning template](#) for use with each set of guiding questions.

PERSONNEL

GUIDING QUESTIONS

TRAINING & GUIDELINES

GUIDING QUESTIONS

RETRAINING

GUIDING QUESTIONS

#### Guiding Questions

##### Training & Guidelines

###### Selection

- What criteria will be used to select evaluators or reviewers?
- Who will be eligible to conduct the evaluations?
- Which personnel will conduct evaluations/approve student learning targets?
- Will the state require evaluators or reviewers to have content knowledge and/or experience in the subject area/level being evaluated?
- Could teacher-to-teacher evaluations or reviews be considered?

###### Training

- How will the state ensure implementation fidelity?
- Will the state offer specialized training for the evaluation of or review of specific content or specialty area teachers?
- To what extent will the training provide opportunities for guided practice paired with specific feedback to improve reliability?
- Will the state provide examples and explicit guidance in determining levels of proficiency and approval?



Home

1. Evaluation System Goals

2. Stakeholder Investment & Communication Plan

3. Selecting Measures

4. System Structure

5. Evaluators

6. Data Integrity

7. Using Results

8. System Evaluation



FILTER BY TOPIC

All

(Topic descriptions)

KEYWORD

Search

Home

About Us

TQ Connection

Technical Assistance

Toolbox

ARRA Resources

Events/Webcasts

TQ Research Library

Interactive Tools

Comprehensive  
System of Support



## A Practical Guide to Designing Comprehensive Teacher Evaluation Systems

### Component 2: Securing and Sustaining Stakeholder Investment & Cultivating a Strategic Communication Plan

Overview

Guiding  
Questions

Development  
Resources

Real-Life  
Examples

The TQ Center is building an online repository of expert reviews of real-life teacher evaluation models operated by districts throughout the country.

For each district included, you can view, per component, a description of how that district approached the many issues involved.

To view these real-life models, visit the [Teacher Evaluation Models in Practice](#) portion of the TQ Center website.

- First, click on **View the Models** in the table of contents.
- Click one or more districts.
- Then, select Component 2.



Home

1. Evaluation System  
Goals

2. Stakeholder  
Investment &  
Communication Plan

3. Selecting Measures

4. System Structure

5. Evaluators

6. Data Integrity

7. Using Results

8. System Evaluation

[About Us](#) | [Press Corner](#) | [Contact Us](#) | [Privacy Policy](#)

Copyright © 2010 National Comprehensive Center for Teacher Quality. All rights reserved.

LEARNING POINT Associates®  
An Affiliate of American Institutes for Research®



VANDERBILT®




# Teacher Evaluation Models in Practice

Filter by Topic  
All  
(Topic descriptions)

Keyword  
  
Search

- Home
- About Us
- TQ Connections
- Technical Assistance Toolbox
- ARRA Resources
- Events/Webcasts
- TQ Research Library
- Interactive Tools
- Comprehensive System of Support




## Teacher Evaluation Models in Practice

Spurred on by new federal and state policy, creating effective teacher evaluation systems is a top priority for education reformers across the country. However, details about the rigor of various approaches to teacher evaluation are not currently available in the research. This new TQ Center online resource responds to the need for detailed information about the design, implementation, and delivery of teacher evaluation models in practice in districts and states.

### Key Components

In collaboration with national experts in measurement and instruction, the TQ Center developed a design framework based on **eight key components** critical to the development, implementation and sustenance of a comprehensive approach to teacher evaluation. The design framework was applied to the review of state and district evaluation systems in practice and further serves to organize this resource.

### Eight Key Components of Teacher Evaluation Models



1. Evaluation System Goals
2. Communicator & Stakeholder Involvement
3. Evaluation Format
4. Strength of Measures
5. Evaluator Selection & Training
6. Alignment with Professional Development & Standards
7. Data Infrastructure & Transparency
8. System Evaluation

### Tools & Resources

In addition to the teacher evaluation models described here, the TQ Center collected tools, rubrics, and other resources used by these districts and states to implement their teacher evaluation systems.

### Contents

- Home
- View the Models
- Project Methodology
- Tools, Rubrics, & Resources

<http://www3.learningpt.org/tqsource/evalmodel/>



FILTER BY TOPIC

All

(Topic descriptions)

KEYWORD

Search

Home

About Us

TQ Connections

Technical Assistance  
Toolbox

ARRA Resources

Events/Webcasts

TQ Research Library

Interactive Tools

Comprehensive  
System of Support



## Teacher Evaluation Models in Practice

### Step 1

- ☐ Austin Independent School District Student Learning Objectives in Reach ([download full report](#))
- ☒ Chicago Public Schools Excellence in Teaching Project (EITP) ([download full report](#))

### Step 2

Choose one of the following components to view.

- ☐ Overview and Review Process
- ☐ Component 1: Evaluation System Goals
- ☒ Component 2: Communication & Stakeholder Investment
- ☐ Component 3: Evaluation Format
- ☐ Component 4: Strength of Measures
- ☐ Component 5: Evaluator Selection & Training
- ☐ Component 6: Alignment with Professional Development & Standards
- ☐ Component 7: Data Infrastructure and Transparency
- ☐ Component 8: System Evaluation

View Component

## Contents

Home

View the Models

Project Methodology

Tools, Rubrics, &  
Resources





FILTER BY TOPIC

All

(Topic descriptions)

KEYWORD

Search

Home

About Us

TQ Connection

Technical Assistance  
Toolbox

ARRA Resources

Events/Webcasts/  
Presentations

TQ Research Library

Interactive Tools

Comprehensive  
System of Support



## Teacher Evaluation Models in Practice

[Back to School and Component Selection Page](#)

### Montgomery County Public Schools Professional Growth System (PGS)

#### Component 5: Evaluator Selection & Training

##### Description

An education consulting group, [Research for Better Teaching](#) provided training to evaluators, [Consulting Teachers](#), and all members of the Peer Assistance and Review panel. In-district trainers then took over the responsibility of training the groups.

The [training](#) consists of two courses, each six days in duration. The first course prepares evaluators to collect and analyze evidence about teacher's work across the standards (planning, assessment, motivation, communication, instruction, and classroom management). The second course concentrates on using multiple sources of data in evaluation as well as conferencing with teachers. During the trainings, the district provides clear examples of behavioral performance that are above and below standard. After the trainings, principals are asked to submit observation reports. The Center for Skillful Teaching is doing an assessment of the reports and evidence to make sure that the CIG process is working. There was no mention in the documentation as to special training for specific content areas or refresher training sessions, but information on the district website did note that resource counselors and student support specialists also received the evaluator training.

##### Evaluator Selection

The selection of evaluators is systematic, and extensive training is required to serve in this role. Expectations for principals and [Consulting Teachers](#) are clearly outlined, and they are evaluated on this work.

##### Lessons Learned

The following lessons learned emerged from this review of PGS:

##### Use of Consulting Teachers

The use of [Consulting Teachers](#) is a strength in this system because these individuals serve at the discretion of the PAR panel after an extensive review process. The system appears to have the human capital and capacity to manage the system effectively.

##### Training and Implementation Fidelity

MCPS has developed an extensive selection and training process for evaluators. Through such training, MCPS attempts to minimize the



FILTER BY TOPIC

All

(Topic descriptions)

KEYWORD

Search

Home

About Us

TQ Connection

Technical Assistance

Toolbox

ARRA Resources

Events/Webcasts/  
Presentations

TQ Research Library

Interactive Tools

Comprehensive  
System of Support



## Teacher Evaluation Models in Practice

### Tools, Rubrics, & Resources

#### Option 1

Choose one of the districts below. Then click "View" to see all resources for that district.

- ☐ Austin Independent School District Student Learning Objectives in Reach
- ☐ Chicago Public Schools Excellence in Teaching Project (EITP)
- ☐ Montgomery County Public Schools Professional Growth System (PGS)
- ☐ St. Francis Independent School District 15 Student Performance Improvement Program

View

#### Option 2

Choose one of the eight components. Then click "View" to see related resources for all districts.

- ☐ Component 1: Evaluation System Goals
- ☐ Component 2: Communication & Stakeholder Investment
- ☐ Component 3: Evaluation Format
- ☐ Component 4: Strength of Measures
- ☒ Component 5: Evaluator Selection & Training
- ☐ Component 6: Alignment with Professional Development & Standards
- ☐ Component 7: Data Infrastructure and Transparency
- ☐ Component 8: System Evaluation

View

### Contents

Home

View the Models

Project Methodology

Tools, Rubrics, &  
Resources

FILTER BY TOPIC

All

(Topic descriptions)

KEYWORD

Search

Home

About Us

TQ Connection

Technical Assistance  
Toolbox

ARRA Resources

Events/Webcasts/  
Presentations

TQ Research Library

Interactive Tools

Comprehensive  
System of Support



## Teacher Evaluation Models in Practice

### Tools, Rubrics, & Resources

[Back to School and Component Selection](#)

### Component 5: Evaluator Selection & Training

#### Austin Independent School District Student Learning Objectives in Reach

- [AISD Reach Campus Student Learning Objectives Quick Reference Chart](#)
- [Principal SLO Checklist](#)
- [SLO Core Team](#)
- [SLO Examples](#)
- [SLO Rubric](#)
- [SLO Worksheets](#)

#### Chicago Public Schools Excellence in Teaching Project (EITP)

- [EITP's Fidelity of Implementation Report](#)
- [EITP's Framework Feedback Form](#)
- [EITP's Framework Workshops](#)
- [EITP's Interview Protocol for A Pre-Observation Conference](#)
- [EITP's Levels of Performance](#)
- [EITP's Post-Observation Conference Form](#)
- [EITP's Training Module \(Module 1 of 6\)](#)
- [EITP's Training Module \(Module 6 of 6\)](#)
- [EITP's Written Protocol for Post-Observation Conference](#)

#### Montgomery County Public Schools Professional Growth System (PGS)

- [Research for Better Teaching](#)

#### St. Francis Independent School District 15 Student

## Contents

Home

View the Models

Project Methodology

Tools, Rubrics, &  
Resources

**Lynn Holdheide**

**P:** (615) 322-8155

**C:** (615) 477-1880

**E-Mail:** [lynn.holdheide@vanderbilt.edu](mailto:lynn.holdheide@vanderbilt.edu)

1000 Thomas Jefferson Street NW

Washington, DC 20007-3835

**Phone:** 877-322-8700 or 202-223-6690

**Website:** [www.tqsource.org](http://www.tqsource.org)

# Peoria Public School District Peoria, Illinois

September 9, 2011

Bryan Devine

# Peoria Demographics

- Grades PK–12 district
- 27 learning centers
- Just under 14,000 students
- 1,050 teachers
- 75% low income (SES status)
- 63% black, 29%, white, 6% Hispanic, 2% other
- > 60% of all students meet/exceed on state tests.....

# Evaluation System

- Based on Charlotte Danielson's *Framework for Teaching*
- Was written into 1003(g) SIG for one high school
- District worked with the teachers and union to build model
- Used Consortium for Educational Change (CEC) as facilitator

# Question

- Who has heard of the Danielson Framework?



# Evaluation Work

- Committee comprises all subjects/grade levels to allow input.
  - Committee was large (40 people).
  - Many didn't participate.
  - Eventually pared down committee to manageable size.
- Included three other learning centers in evaluation tool.
  - Committee included members from those schools—large again.

# Process

- Committee broke down Danielson work:
  - Looked at each domain (4)
  - Looked at each component (23)
  - Looked at each element (76)
- Created “Peoria Framework for Teaching”
  - Modified Structure
    - Domains (4)
    - Components (21)
    - Eliminated element language

# Result

- System is very comprehensive.
- Focuses on everything teachers do in and out of the classroom.
- Has element of peer observation.
  - Not a true PAR model

# Peer Observers

- Union and administration worked together to identify strong leaders in each building.
  - Also had to be a good teacher
- Asked them to serve as peers to help younger teachers.

# Obstacles

- Funding
  - Plan in budget for training
  - Plan to pay for committee meetings
  - Plan for printing and instructing staff
- Time
  - Very long process (took almost a full year)
  - People you want on committee are typically busy with other professional activities as well.

# Buy-In

- Very important that the union and administration worked together.
- Much effort put into creating a “buy-in” from the teachers affected.
  - Able to do this by showing true collaboration.
  - Union and administration together presented tool to staff.

# Keys to Success

- Collaboration: Union and administration both agreed this was a good idea.
    - Shared core value/belief on issue
  - Trust: Union and administration had to trust that both sides were being honest in discussions.
  - Safety net: Both sides agreed that the tool could be edited by mutual approval after a year.
-

# For More Information

- Bryan Devine
- Peoria Federation of Teachers
- [Bryan.devine@psd150.org](mailto:Bryan.devine@psd150.org)



# Questions

- Who is doing this with a SIG?
- Who is doing this without a SIG?
- Are there mandates in your state to create a new evaluation system?
- Do your district's teachers belong to a union?
- How old is your current evaluation system?



DISTRICT OF COLUMBIA  
PUBLIC SCHOOLS

September 2011

# SIG Webinar: Overview of Training for Evaluators in DCPS



## Teachers Are the Most Important Resource in Our Schools

---

Underperforming, low-income children who have great teachers for three years in a row will catch up to their higher-income peers. In short, great teachers can close the achievement gap.

—Eric Hanushek in *Teacher Quality*, 2002

## Simple Goal for Our Teacher Effectiveness Work

---

Create a system in which every parent would be satisfied **randomly** assigning their children to **any** classroom in DCPS.

# The Teaching and Learning Framework

- The Framework defines the actions that effective teachers take to deliver high-quality instruction within a safe, engaging, and productive classroom.
- Recognizing the significance of teachers in increasing student achievement, the framework:
  - Empowers teachers to drive instructional design and delivery
  - Provides a common language to discuss instructional practices
  - Drives robust, coherent professional development opportunities
- The Framework provides a *process* for approaching instructional design and delivery; it is not a packaged product or program.



# Agenda

- **IMPACT Overview**
- Master Educators
- Initial Training
- Ongoing Training
- Closing



## Who Does IMPACT Cover?

- All school-based staff including principals and APs
- Nearly 7,000 people
- Approximately one third are not teachers.



# IMPACT Groups

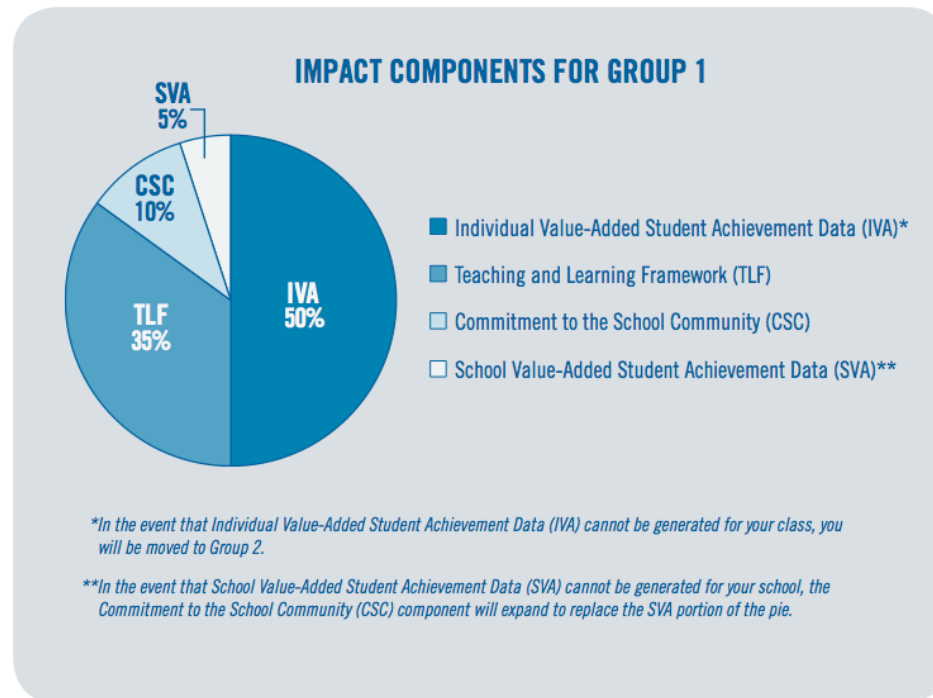
- Group 1: Teachers with DC CAS Data
- Group 2: Teachers without DC CAS Data
- Group 2a: Early Childhood Education Teachers
- Group 3: Special Education Teachers
- Group 3a: Special Education Teachers – Autism
- Group 4: Non-Itinerant ELL Teachers
- Group 5: Itinerant ELL Teachers
- Group 6: Shared Teachers
- Group 7: Visiting Instruction Service Teachers
- Group 8: Student Support Professionals
- Group 9: Librarians
- Group 10: Counselors
- Group 11: School-Based Social Workers
- Group 11a: School-Based Psychologists
- Group 12: Related Service Providers
- Group 13: Special Education Coordinators
- Group 14: Program Coordinators and Deans
- Group 15: Instructional Coaches
- Group 16: Mentor Teachers
- Group 17: Educational Aides
- Group 18: Office Staff
- Group 19: Custodial Staff
- Group 20: Other





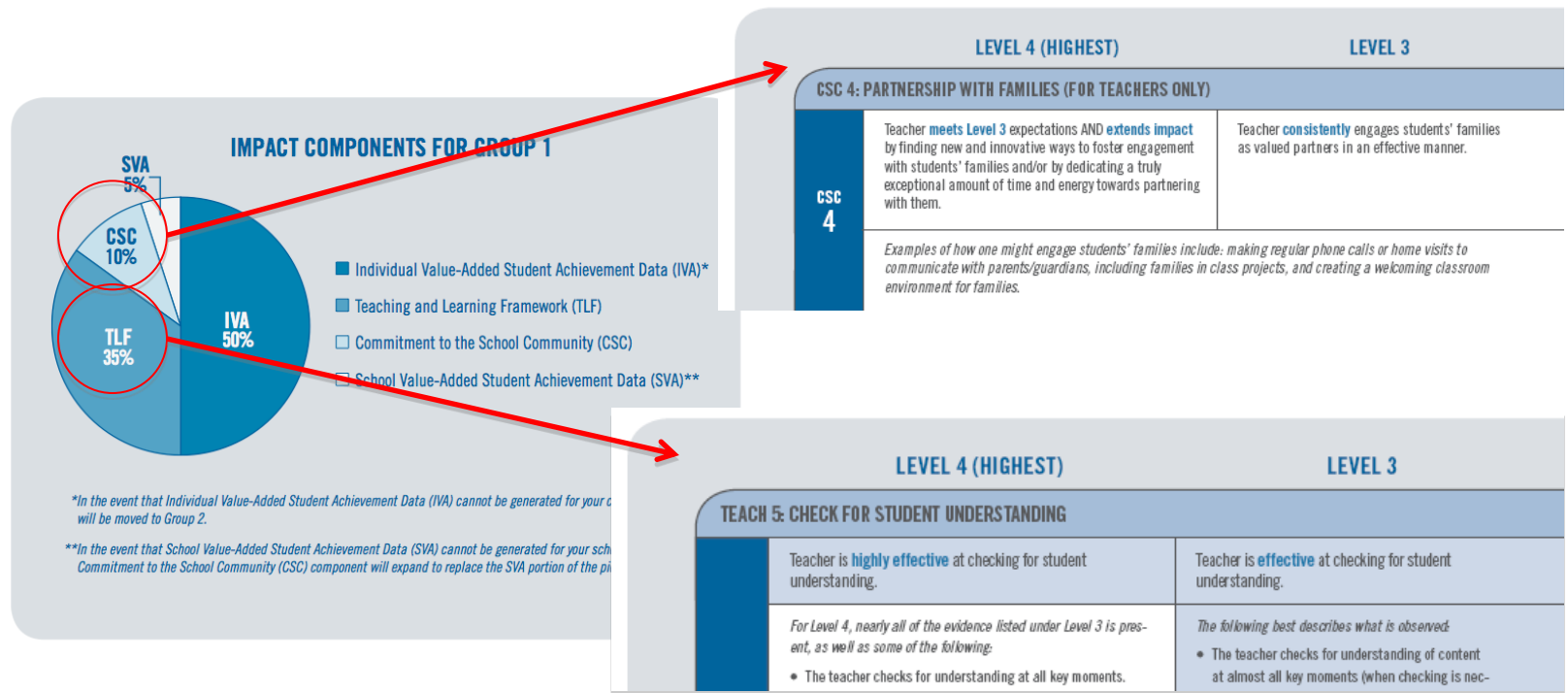
# IMPACT Components

- The IMPACT components are the unique elements of each group's assessment.



# IMPACT Rubrics

- With an individual rubric for each component, a teacher has **clear guidelines** and a **picture of excellence** for every piece of his or her evaluation.



# Agenda

- IMPACT Overview
- Master Educators
- Initial Training
- Ongoing Training
- Closing



# Who Are Master Educators?

---

- Master Educators:
  - Total of 45 (approximately 1,500 applications from DCPS and around the country)
  - Go through an extensive four-part application process
  - Receive six weeks of initial training, more throughout the year
  - Are subject specific (not school based)
  - Are full time
  - Conduct about 200 observations per year
  - Provide targeted professional development through post-observation conferences, office hours, and other venues

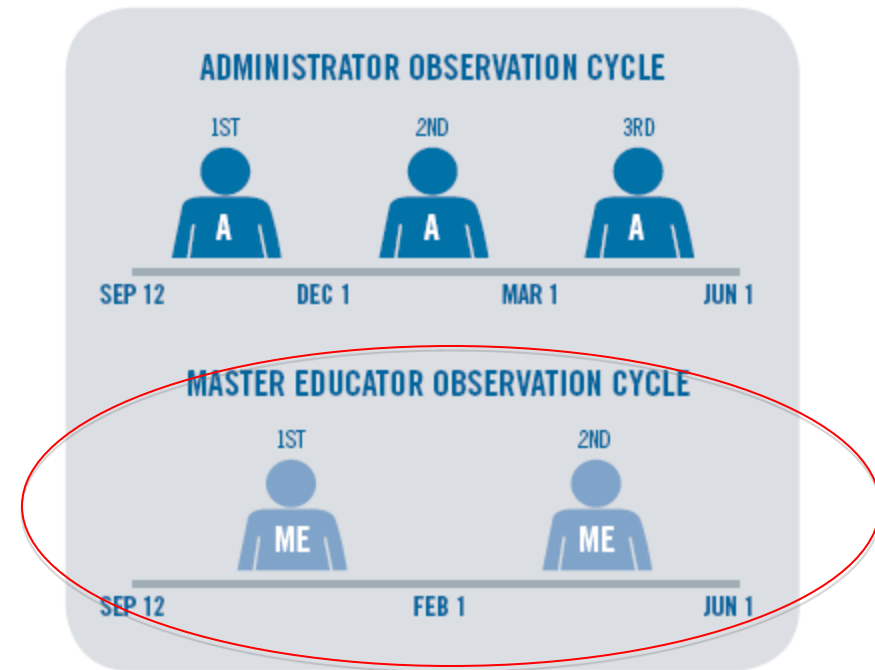
# Principal and Master Educator Assessments

- **Principal**

- Cycle 1 (by Dec 1)
- Cycle 2 (by March 1)
- Cycle 3 (by June 1)

- **Master Educator**

- Cycle 1 (by Feb 1)
- Cycle 2 (by June 1)



# Agenda

- IMPACT Overview
- Master Educators
- Initial Training
- Ongoing Training
- Closing



# Goals of Master Educator Training

---

Develop an understanding the Teaching and Learning Framework (TLF) Rubric, including:

- Collecting specific and detailed evidence to support ratings
- Attaining interrater reliability for observation ratings

Conduct difficult conversations effectively during post-observation conferences

Provide clear written feedback in reports

Identify ways to support teachers by providing useful suggestions for improvement

# Master Educator Training Calendar

---

- Week 1: Introduction to the TLF
- Week 2: 'Deep dives' into TLF rubric standards
- Week 3: Informal observations in classrooms and practice writing reports
- Week 4: Continued observations, writing, and practice debrief conversations
- Weeks 5 and 6: School outreach presentations and meetings with other DCPS departments
- Week 7: Planning for Common Core, observation logistics (teacher lists, mapping schools, etc.)



# Agenda

- IMPACT Overview
- Master Educators
- Initial Training
- **Ongoing Training**
- Closing



# Master Educator Ongoing Training

---

- Biweekly meetings
  - Norming
  - Interrater reliability tests
  
- Senior master educator cohort groups
  - Mentoring and coaching of master educators
  - 'Ride-alongs'
  - Content area norming and professional development
  
- Principals' Academies
  - Bimonthly meetings
  - Master educators norm with school administrators

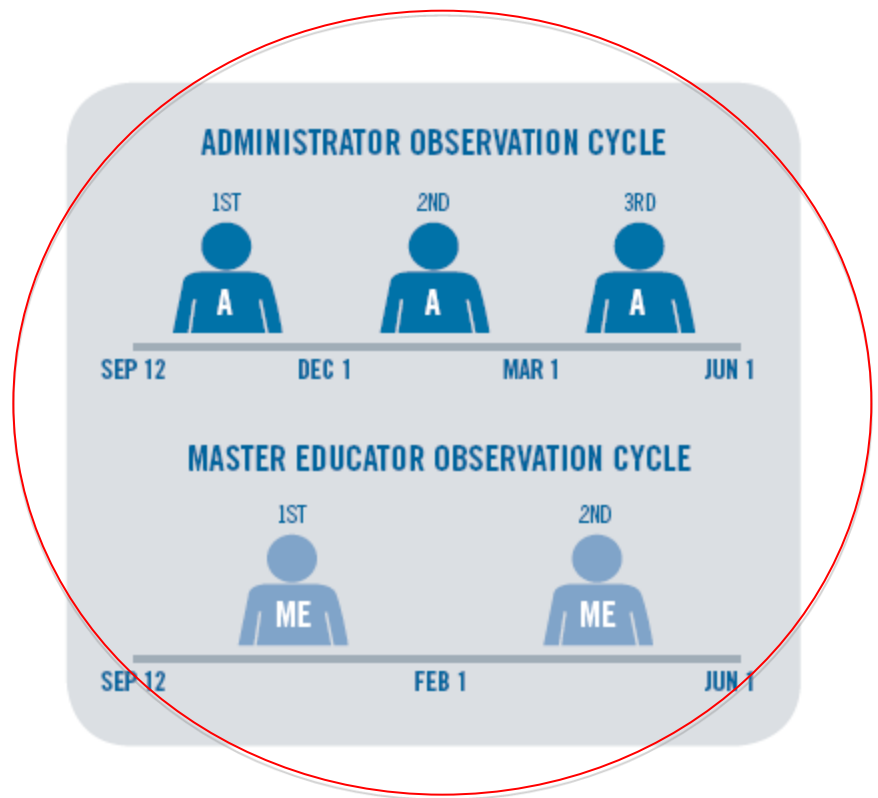
# Agenda

- IMPACT Overview
- Master Educators
- Initial Training
- Ongoing Training
- Closing



# Review of IMPACT Observations and Assessments

- **Five observations** per year on all nine Teach Domain standards:
  - Three by an administrator
  - Two by a master educator
  - At least 30 minutes
  - Post-conference within 15 calendar days



# Review of Master Educator Training Competencies

---

## ■ Norming

- Getting a deep understanding of the TLF rubric
- Interrater reliability

## ■ Writing

- Collecting information during observations
- Producing clear, consistent reports
- Giving teachers specific, helpful feedback

## ■ Post-Observation Conferences

- Establishing a positive rapport with teachers
- Communicating feedback effectively

## Larger Goal: Professional Growth for Teachers

*I wanted to thank you for the honest and thoughtful evaluation and conference. I really appreciated the suggestions and guidance you offered. I can't tell you how helpful it is to have an honest and considerate conversation about what I am doing in the classroom, especially during these first few months.*

—Special Education Teacher, Ketcham Elementary School

*These ideas are amazing. Suggestions like these are so helpful to my teaching and my students' learning. Your ideas sparked other ideas for me, and I cannot thank you enough for all the support you have given me.*

—Math Teacher, Deal Middle School

September 2011

# SIG Webinar: Overview of Training for Educators in DCPS





## Teacher Training

- IMPACT 1.0 2009–2010
  - Comprehensive overview of IMPACT for all educators
- IMPACT 2.0 2010–2011
  - Overview of IMPACT and TLF changes
  - Value-added deep dive
- IMPACT 2.1 2011–2012
  - Focus on educators and employees new to DCPS





## Whom to contact for more information:

Michelle Hudacsko  
Director, Master Educator Program  
[michelle.hudacsko@dc.gov](mailto:michelle.hudacsko@dc.gov)

Emily Allshouse  
Coordinator, Master Educator Program  
[emily.allshouse@dc.gov](mailto:emily.allshouse@dc.gov)

Kate McMahon  
Manager, IMPACT Operations  
[Kate.mcmahon@dc.gov](mailto:Kate.mcmahon@dc.gov)

IMPACT Operations Team  
[impactdcps@dc.gov](mailto:impactdcps@dc.gov)





NATIONAL COMPREHENSIVE CENTER  
FOR **TEACHER QUALITY**

---

# Questions?

# Action Steps

- Identify training needs within the district evaluation system
- Identify personnel charged with conducting observations and their training needs
- Review TQ Center Practical Guide for facilitation questions and examples of practice
- Begin developing a training plan—including resource allocation, target audience, time frame, etc.

# Some Options for Next Steps

- Follow-up Q & A webinar
  - Friday, September 16
  - 11:00 a.m. PDT / 2:00 p.m. EDT
- Further reading ([www.tqsource.org](http://www.tqsource.org))
  - *A Practical Guide to Designing Teacher Evaluation Systems*

# Some Options for Next Steps

- Collaborative dialogue with school, district, and state leaders
  - What did you learn today that's most helpful to you as you plan for selecting and training evaluators?
  - What communication strategies will you use to inform teachers and stakeholders at every level about the new system?
  - How will you maintain stakeholder involvement throughout the process?
  - How will you ensure the ongoing fidelity of the system?
  - What are your immediate next steps to do next week?
  - What are your next steps over the next 2–3 months with regard to selecting and training evaluators? What about training those who will be evaluated on what they can expect?
  - What information do you still need to accomplish these tasks?