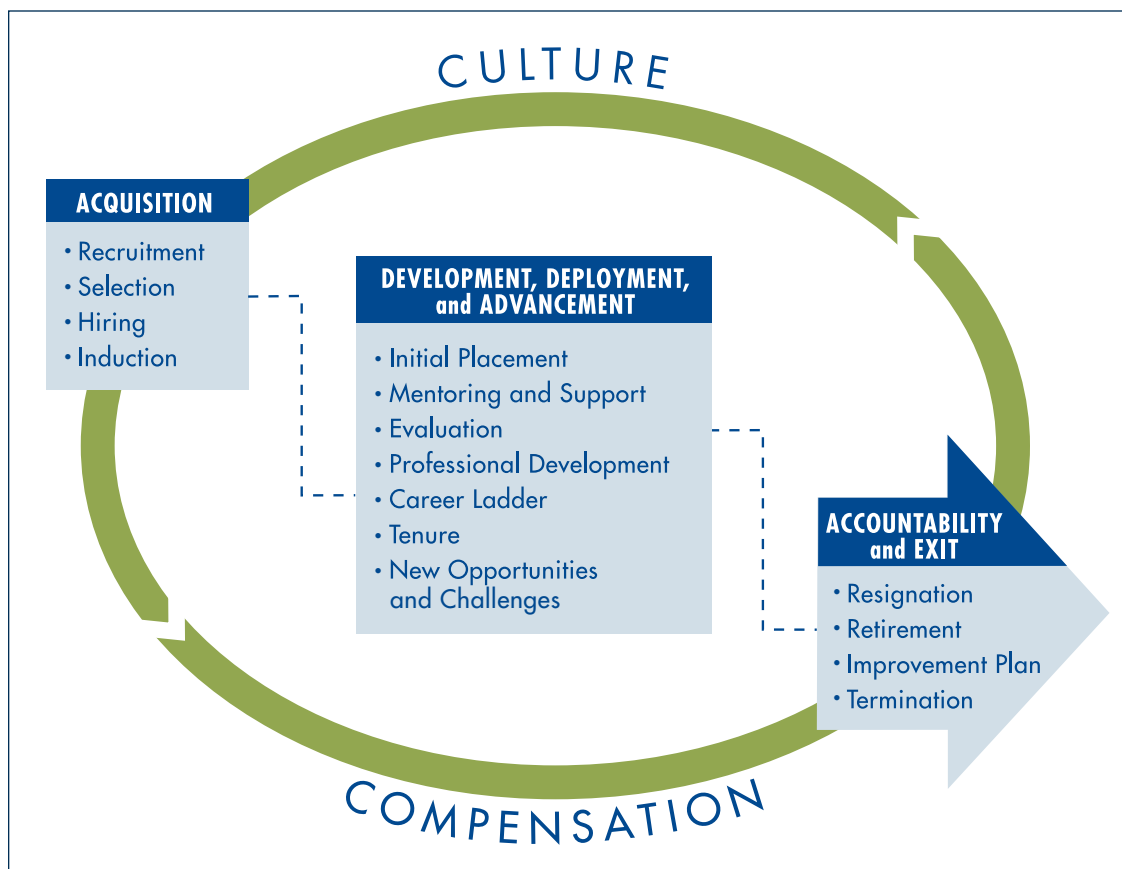


5S Statewide Educator Quality Development System

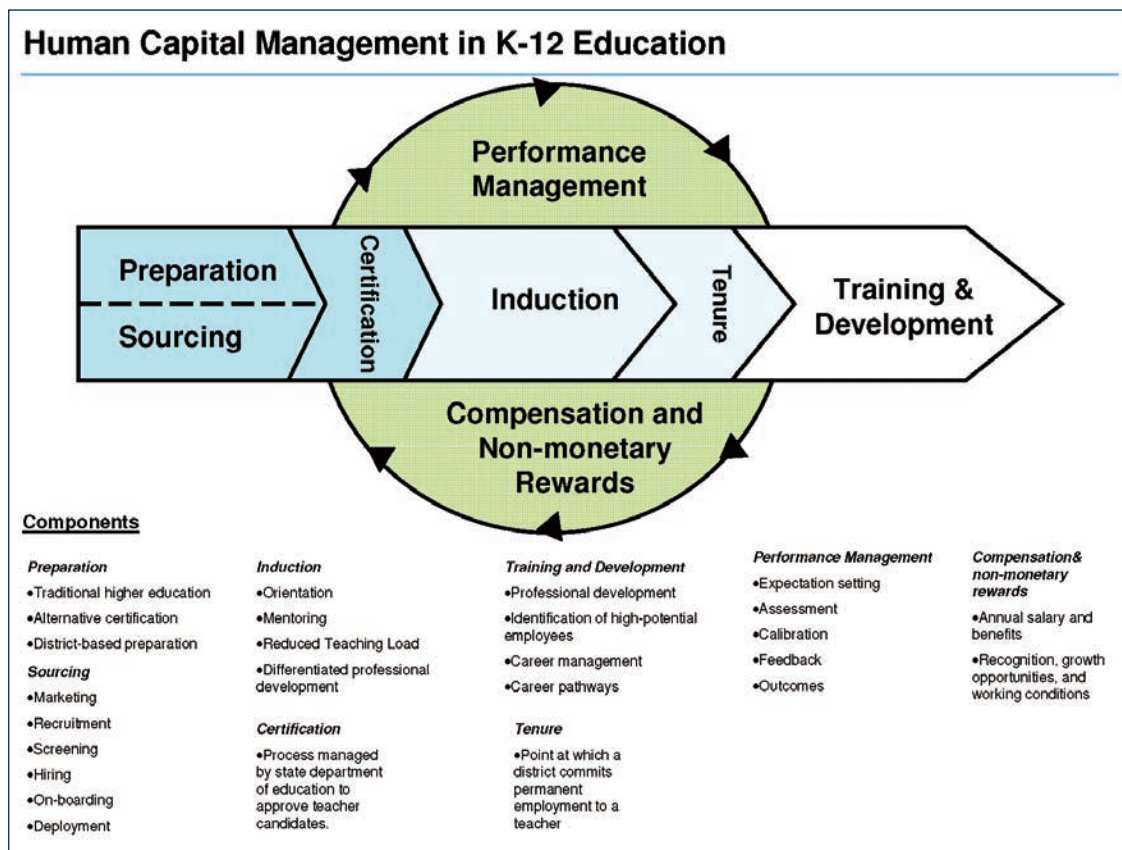
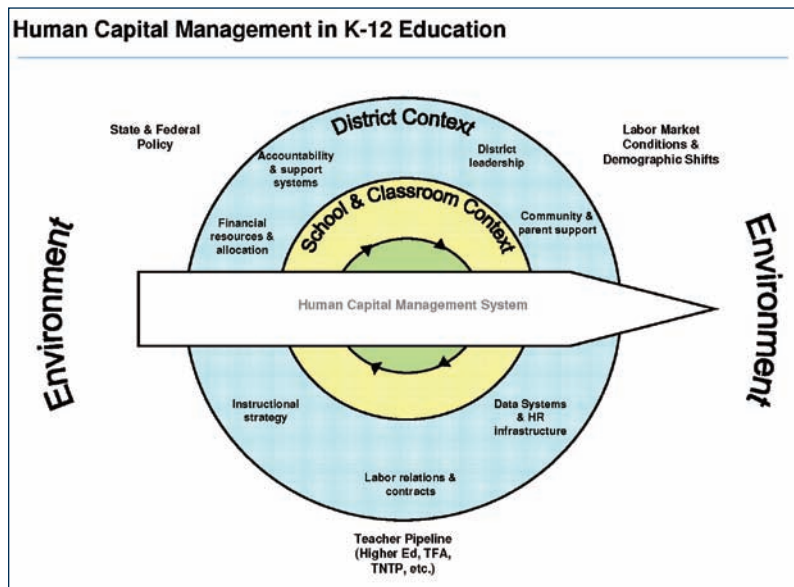
Examples of Human Capital Management Frameworks

FIGURE 1
Urban Education Task Force: Human Capital Management Continuum



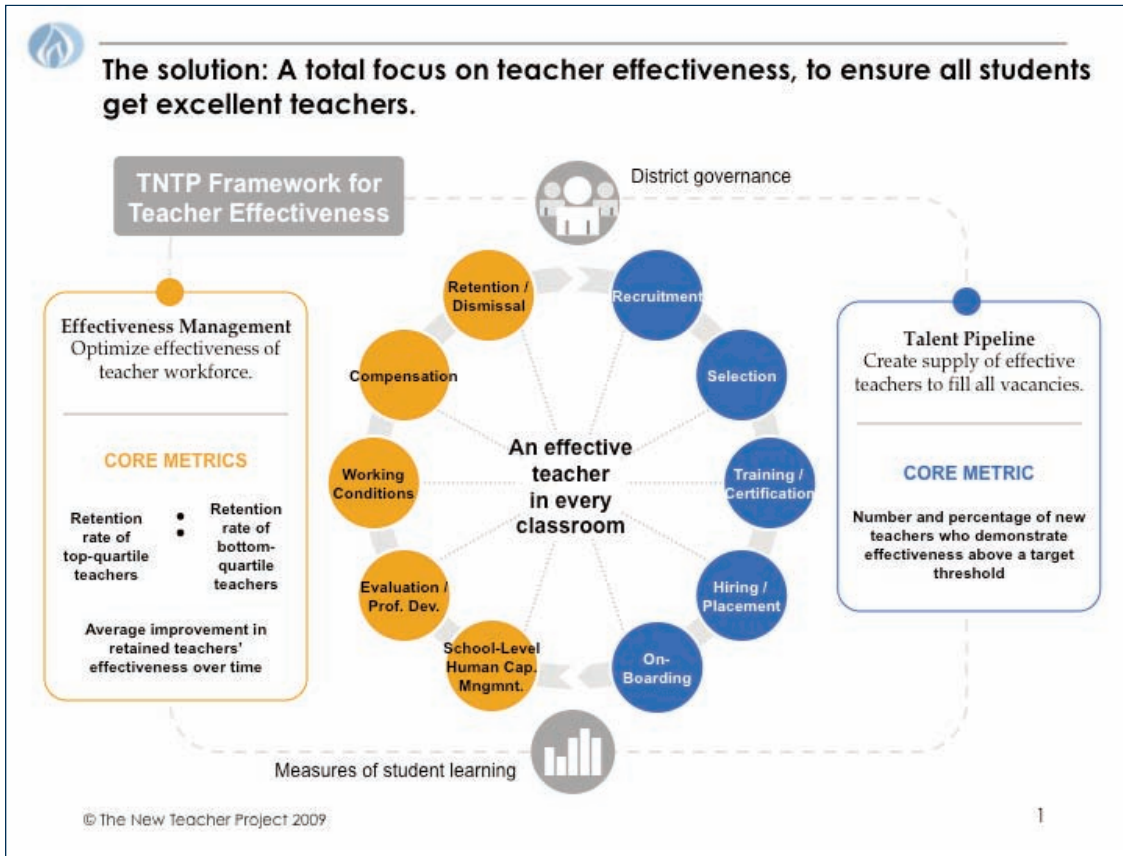
Source: Annenberg Institute for School Reform

FIGURE 2
Aspen Institute Framework



Source: Wurtzel, Judy, and Rachel Curtis. 2008. "Human Capital Framework for K-12 Urban Education: Organizing for Success." Working Draft (July). Washington, DC: Aspen Institute.

FIGURE 3.
The New Teacher Project Framework



Source: The New Teacher Project. 2009. *TNTP Framework for Teacher Effectiveness*. New York: TNTP.

Sources for National Rankings of How States Support and Regulate Teacher Quality

National Council on Teacher Quality. 2008. *State Teacher Policy Yearbook: What States Can Do to Retain Effective Teachers – Rhode Island*. Washington, DC: NCTQ.

Education Week. 2008. "Quality Counts 2008: Tapping into Teaching." Special issue, *Education Week* 27, no. 18 (January 10).

RAND Corporation Study of Value-Added Modeling

The 2003 RAND Corporation study cited is *Evaluating Value-Added Models for Teacher Accountability*, by D. F. McCaffrey, J. R. Lockwood, D. M. Koretz, and L. S. Hamilton. Another report that lays out the pros and cons of value-added models is "Teacher Quality in Educational Production: Tracking, Decay, and Student Achievement," by Jesse Rothstein, Princeton University and National Bureau of Economic Research, May 2009 (forthcoming in the *Quarterly Journal of Economics* 125:1 [February 2010]).

The Rand report explains that there are at least two reasons why VAM has attracted growing interest: 1) VAM holds out the promise of separating the effects of teachers and schools from the powerful effects of such non-educational factors as family background, and this isolation of the effects of teachers and schools is critical for accountability systems to work as intended. 2) VAM studies purport to show large differences in effectiveness among teachers. If these differences can be substantiated and causally linked to specific characteristics of teachers, the potential for improvement of education could be great. The Rothstein report and an accompanying *Education Week* article explains that while the attraction to VAMs is obvious, there are issues with the data.

Comprehensive Educator Quality Programs vs. Performance-Based Compensation

The U.S. Department of Education's Teacher Incentive Fund (TIF) grant program has committed significant new federal resources to increasing teacher effectiveness. The program includes increased funding for teacher performance compensation reform and differentiated pay for new roles and responsibilities.

Systems such as the TAP System for Teacher and Student Advancement, an initiative of the National Institute for Excellence in Teaching, and peer assistance and review (PAR) also include a performance-based compensation and/or evaluation component – but only as one part of a comprehensive system designed to attract, develop, motivate, and retain effective teachers.

TAP

The TAP system focuses on integrating evaluation, support and professional development, a career ladder for teachers, and the use of data to drive professional development and instructional strategies. It seeks to create an environ-

ment with powerful and sustained opportunities for career advancement, professional growth, teacher accountability, and competitive compensation. The goal is to enable effective teachers to advance professionally and earn higher salaries, as in other careers, without leaving the classroom to become administrators.

The system comprises four components:

- **Multiple career paths** Powerful opportunities for new roles and responsibilities, and commensurate pay
- **Ongoing applied professional growth** Continuous, job-embedded professional development during the school day focused on specific teacher and student needs
- **Instructionally focused accountability** Fair and meaningful evaluations based on clearly defined, research-based standards
- **Performance-based compensation** Salaries and bonuses tied to roles and responsibilities, instructional performance, and value-added student learning gains

The program was introduced in 1999 and has been implemented in areas such as Chicago, New Orleans, South Carolina, and Texas. It currently impacts more than 7,500 teachers and 85,000 students.

For more information, see www.tapsystem.org.

Source: TAP. 2009. *TAP, The System for Teacher and Student Advancement: A New Direction for Success*. Santa Monica, CA: National Institute for Excellence in Teaching, TAP.

PAR

Peer assistance and peer review was first introduced into collective bargaining by teachers unions in the early 1980s. The American Federation of Teachers and the National Education Association (1998) describe PAR as follows:

Peer assistance and peer review are actually two distinct functions. Peer assistance aims to help new and veteran teachers

improve their knowledge and skills. Such a program links new teachers – or struggling veteran teachers – with consulting teachers who provide ongoing support through observing, modeling, sharing ideas and skills and recommending materials for further study. Peer review adds one significant element to peer assistance – the consulting teachers conduct formal evaluations and make recommendations regarding the continued employment of participating teachers. . . .

In a peer review process, the local union shares responsibility with the school district for reviewing teacher performance and making recommendations to the district administration about continuing employment of teachers receiving peer assistance. The final employment decision concerning continued employment, however, is made by the district administration and the board of education. Nonetheless, the recommendations of the joint affiliate/school district governing body should be routinely accepted by the school district or the program does not truly perform a peer review function. In both peer assistance and peer review, the local affiliate is responsible for ensuring that all aspects of the process are fair and equitable to participating teachers.

Peer review programs should not be put in place without peer assistance programs, according to the union associations.

PAR programs vary from district to district in some ways, but share a number of features. All PAR programs

- are created through collective bargaining or joint affiliate/school-district agreements;
- require a focus on improving teaching shared by teachers and administrators;
- involve joint decisions by teachers and administrators;

- provide assistance to new and/or veteran teachers at risk of termination due to poor performance and/or to veteran teachers voluntarily seeking to improve their teaching practice;
- have a process for identifying and training outstanding teachers to provide peer assistance, and, in a peer assistance and review program, peer evaluation;
- have resources dedicated to implementing the program.

Source: American Federation of Teachers and National Education Association. 1998. *Peer Assistance and Peer Review: An AFT/NEA Handbook*. Prepared for "Shaping the Profession That Shapes the Future: AFT/NEA Conference on Teacher Quality," September 25–27. Washington, DC: AFT and NEA.

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Hawley, W. D. 1985. "Designing and Implementing Performance-Based Career Ladder Plans," *Educational Leadership* 43, no. 3:57–61.

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Educator Evaluation System Standards

Introduction

"Improving achievement requires recruitment of talented teachers and principals and stronger instructional practices, which in turn are driven by strategic talent management. Strategic talent management involves the practices of recruiting, developing, rewarding and retaining talented and demonstrably successful staff in school districts." (Strategic Management of Human Capital, 2008)

The Rhode Island Department of Education has reviewed recommendations from the Consortium for Policy Research in Education, which was launched with a focus on identifying strategies, policies, and practices to "attract, deploy, develop, incentivize, and retain top teaching, leadership and management talent," and from the Rhode Island Urban Education Task Force, which has recommended the development and implementation of a statewide educator performance management system to improve educator quality. Anticipating the development of a performance management system that addresses the human capital cycle of acquisition through development, deployment, and advancement to accountability and exit, RIDE recognizes the need to provide leadership to its districts to assure the high quality educator evaluation that is at the core of the performance management system.

Establishing parameters for evaluation systems that are at the basis for the development, deployment, and advancement stage of the model begins with the development of standards for district-based educator evaluation systems. This document presents a set of six draft standards that describe a high quality system. The draft standards identify expectations for all districts. RIDE will develop recommendations for how to support districts as they begin to implement these standards and processes that will lead to how local systems will be reviewed for compliance with the standards. It is important to remember that educator evaluation is only one element of an educator performance management system, but it represents a critical starting point.

The six standards that comprise the ***Educator Evaluation System Standards*** were crafted to support the work of school districts to assure educator quality through a comprehensive district educator¹ evaluation system that:

- establishes a common understanding of expectations for educator quality within the district;
- emphasizes the professional growth and continuous improvement of individual educators;
- creates an organizational approach to the collective professional growth and continuous improvement of groups of educators to support district goals;
- provides quality assurance for the performance of all district educators;
- assures fair, accurate, and consistent evaluations; and provides district educators a role in guiding the ongoing system development in response to systematic feedback and changing district needs.

¹ The term educator is used to designate all district positions that require certification by the Rhode Island Department of Education. The terms of administrator, teacher, and support professional are used to designate three distinct roles that correspond to certification categories. For a full listing of certificates included in each category see <http://www.ride.ri.gov/EducatorQuality/DOCS/Certification/list%20of%20certs%20issued.pdf>

Standard 1: District evaluation systems establish a *common vision of educator quality* within a district through clearly communicated evaluation processes that build upon professional standards, emphasize professional practice, impact on student learning, demonstration of professional responsibilities, and content knowledge, and support district initiatives.

1. District administrators, teachers, and support professionals develop and sustain a common understanding of expectations for educator quality through a detailed system for educator evaluation that clearly communicates the purposes, procedures and policies for evaluation, acceptable levels of performance for individual educators and groups of educators, and the ways in which evaluation information will be collected and used.
2. Educator evaluation builds upon the professional standards appropriate to the educator's role within the district.
 - Teacher evaluation builds upon the Rhode Island Professional Teaching Standards.
 - Administrator evaluation builds upon the Rhode Island Standards for Educational Leadership.
 - Support Professional evaluation builds upon the professional standards for these positions².
When an educator's specific responsibilities are more appropriately measured by the standards for a different role category a district may elect to evaluate that educator using the more appropriate standards and evaluation instruments³.
3. Educator evaluation emphasizes the professional practice, impact on student learning, demonstration of professional responsibilities, and requisite content knowledge for all Rhode Island Educators.
 - Teacher evaluation includes evidence of quality of instruction, of student learning, of professional responsibilities, and of subject matter knowledge.
 - Administrator evaluation includes evidence of quality of instructional leadership and management, of student learning, of professional responsibilities, and of the content knowledge of the field.
 - Support Professional evaluation includes evidence of quality of program planning and delivery of service, of consultation and collaboration, of student learning, of professional responsibilities, and of the content knowledge of the area of professional specialization.
4. Educator evaluation is integrated with and supportive of district initiatives and the district's strategic plan. The district and its schools integrate objectives that support the achievement of district initiatives, school improvement plans, and district plans into the evaluation system in ways that assure that the evaluation of district educators supports the attainment of these objectives.

² The Board of Regents has not adopted specific standards for Support Professionals. Districts should build on the appropriate professional standards for educators working in these roles.

³ For example a library media specialist (a teacher certificate) whose responsibilities in one district may be more comparable to running a program, similar to a support professional. In that situation support professional standards and evaluation instruments may be more applicable than teacher standards and evaluation instruments.

Standard 2: District evaluation systems **emphasize the professional growth and continuous improvement of *individual educators***' professional practice to enhance student performance.

1. Educator evaluation systems establish a cyclical process that includes the collection and analysis of information about an educator's performance, the establishment of individual goals for professional development based on the analysis, and the improvement of performance as a result of that professional development.
2. Educator evaluation systems assure that all educators receive detailed feedback on their performance and recommendations for professional growth.
3. Educator evaluation systems create expectations that educators analyze their own professional practice, confer with supervisors⁴ about their performance and use recommendations for professional growth in developing professional development goals.
4. Educator evaluation systems collect and analyze data about individual professional development needs and identify patterns within schools and across the district to inform the development of a coherent district staff development plan.

Standard 3: District evaluation systems create ***an organizational approach to the collective professional growth and continuous improvement of groups of educators***' (e.g., departments, teams, programs, schools) professional practice to enhance student performance.

1. Evaluation systems establish a cyclical process to collect and analyze data on the collective effectiveness of groups of educators (e.g., departments, teams, programs, schools, districts) and use the data to establish common goals for professional development based on the analysis and to improve performance as a result of that professional development.
2. Educator evaluation systems collect and analyze data about collective professional development needs of groups of educators and identify patterns across departments, teams, programs, schools and the district to inform the development of a coherent district staff development plan.
3. Evaluation systems include a process to identify individual and groups of district educators who demonstrate exemplary professional practice, impact on student learning, and/or professional responsibilities and who contribute in measurable ways to district improvement. The district identifies ways to recognize and capitalize on their talents through differentiated roles and responsibilities, formal recognition, and/or other incentives.

⁴ At a minimum, supervisors must be involved in the process, however districts can design systems that involve others (e.g., peers, parents or guardians, individuals with specific expertise) in the process if that meets district goals.

Standard 4: District evaluation systems provide *quality assurance of all district educators* and differentiate evaluation processes based upon level of experience, job assignment, and information from prior evaluations.

1. All district educators are evaluated at least annually; however due to the cyclical nature of the evaluation the specific procedures may vary based on educator experience, assignment, and the outcome of prior evaluations.
2. Evaluation systems differentiate procedures based on the level of an educator's experience.
 - Educators who are new to the profession, new to the district, or who are new to a role category are provided with intensive support and evaluation in ways that assure that they meet expectations for educator quality within the district.
 - Educators who change assignments within a role category are supported and evaluated based upon a district-developed transition plan that is designed to address the new knowledge and skills required by the change in position, professional development needs identified from prior evaluations, and contextual reasons (e.g., district need, involuntary transfer) for the move.
 - Educators who remain in the same assignment and consistently demonstrate that they meet expectations for educator quality within the district are evaluated in ways that monitor continued quality of performance and emphasize professional growth.
3. Evaluation systems identify all educators who do not meet expectations for educator quality within the district and provide them with intensive support and evaluation specifically designed to improve their performance.
 - The district identifies a team to work with each educator to develop an improvement plan with targeted support and intervention designed to help the educator meet the district's expectations for educator quality.
 - The improvement plan includes clearly articulated objectives, benchmarks, and timelines to improve performance to an acceptable level.
 - The district identifies personnel actions that will result when the educator meets or fails to meet the expectations.
4. Evaluation systems are designed to provide objective information to support meaningful renewal and tenure decisions.

Standard 5: District evaluation systems assure *fair, accurate, and consistent assessment* of educator performance.

1. The evaluation system is transparent to all educators. The purpose, criteria, instruments, procedures, and expectations for acceptable levels of performance are clearly communicated to educators through handbooks. Districts support educators in developing a thorough understanding of the evaluation system.
2. The evaluation system demonstrates the validity of evaluation decisions by assuring a strong connection between the evaluation instruments and professional standards and educator roles and responsibilities.
3. Evaluation systems incorporate appropriate evaluation instruments, including at a minimum, observations of the educator's practice, evidence of student learning outcomes, and demonstrations of professional responsibilities.
4. Evaluation systems seek information from students, parents and guardians, colleagues, and supervisors, to inform an educator's evaluation and professional development. Evaluation systems use a variety of methodologies that incorporate different types of evidence to address the range of expectations identified in the appropriate professional standards and use multiple measures, to provide a thorough assessment of the educator's performance.
5. Evaluators are selected, trained, and retained based on their ability to make valid and accurate judgments. Evaluators are selected based upon their depth of knowledge and their demonstrated expertise and are assigned based upon the subject matter knowledge, grade-level experience, and other requisite experience required to accurately use specific evaluation instruments. Evaluators are trained in the implementation of the district's evaluation instruments, demonstrate their ability to make consistent judgments, and are reviewed on a regular basis to verify they continue to make accurate judgments.
6. The evaluation system provides safeguards against possible sources of bias to ensure valid assessments. Districts review evaluation instruments for possible sources of bias in the design process and monitor implementation results for possible inappropriate adverse impact. Evaluators raise existing or potential conflicts of interest so they can be addressed. The evaluation system provides procedural safeguards (e.g., appeals) to ensure the integrity of the system.

Standard 6: District evaluation systems are an integral part of the district human capital management system and *are supported by district educators who regularly review and revise the system in response to systematic feedback and changing district needs.*

1. Districts establish and support a District Evaluation Committee that includes teachers, support professionals, administrators, and union representatives and may include others who bring added perspective or expertise. The Committee reviews the effectiveness of the evaluation system, the validity and utility of the data produced by the system, the fairness, accuracy, and consistency of decisions made, and the currency of the system. The Committee uses the information from the analysis to make recommendations for revisions to the system.
2. The District Evaluation Committee communicates data from the evaluation system to district personnel responsible for strategic planning and professional development to work collaboratively towards a coherent approach to educator quality, professional development and continuous organizational improvement.
3. The District Evaluation Committee works with district leadership to assure the resources of time, financial support, and evaluation expertise necessary to maintain the quality of the evaluation system.
4. The district is responsible for meeting the Rhode Island Department of Education's reporting requirements for assuring the quality of educator evaluation.