### **Teacher Evaluation and Development in 2020-2021 - Key Questions for Design and Implementation -**

**Key Mindsets:**

* What is the true purpose of our evaluation system? How can we meet that purpose in the simplest way? What can we cut for this year?
* How do we make development the heart of the system? How do we create an environment where teachers are able to innovate and take risks to discover best practices for teaching in a hybrid or remote environment?
* How can we ensure that all teachers feel safe, valued, and supported through their evaluation and development?
* Have we reviewed our materials through an equity lens to make sure there isn’t a white dominant bias in our definition of excellence and in our practices for developing/evaluating teacher impact?
* How do we remain flexible given the uncertainties of the year? Can we scenario plan, simplify our tools to be applicable in different learning environments, and communicate an expectation that things will change?

**Observation and Feedback:**

* How will we ensure all teachers are getting feedback to grow? What are the minimum expectations for feedback and coaching?
* Who will need the most support and how can we give them more?
	+ New teachers? Remote teachers? Specific content? Those who are less tech savvy?
* What are the essentials of quality instruction, regardless of learning environment? How can we reduce our rubric to only what’s truly the MOST important?
* How can we ensure that teachers are able to innovate and take risks in their teaching? How do we simplify our observation rubric to focus more on outcomes and less on one “right” way to teach?
* What opportunities does virtual learning provide for observation and feedback? Can we give teachers more support given that it’s logistically easier to enter a classroom virtually?
	+ For example, can we leverage peer observers for growth? Can we leverage peer observers from another school who teach the same content (ex: the fine arts teacher who usually feels like they are working in silo may be able to observe another fine arts teacher from another school simply by logging on to their class).
* When are observers getting both 1) clarity on the specific expectations of them in developing and evaluating their teachers and 2) opportunities to practice/calibrate using the rubric in a remote learning environment?
* What are the logistics of conducting online observations? Will they be live or recorded? Can teachers share student work samples?

**Student Growth and Achievement:**

* What assessments can we reliably count on to happen at the end of the course? (State tests are not a sure thing this year)
* How can we get reliable beginning of year data in order to measure growth? Do we trust BOY assessments completed virtually?
* Even if we typically look at growth, should we be considering an achievement measure this year given that BOY data will be challenging to obtain?
* How will student-teacher assignments work? Will teachers have the same students for an extended period of time or will they be moving between teachers? How will this be tracked?
* How many teachers will be teaching a new course this year? How many will be administering a new assessment?
* How can principal/manager discretion be utilized this year?
	+ Do we have an environment of trust between teachers and principals to implement a higher level of principal discretion in decisions?
	+ What achievement/growth data can we give to principals to inform their decisions?

**Evaluation Consequences:**

* What do teachers want and expect to continue as consequences? Ask them!
* What are the favorable consequences of our evaluation system that teachers will likely want? (ex: increased compensation, advancement on a pathway, tenure)
* How can we utilize bonuses so that teachers can still earn favorable consequences without our school system committing to a long term salary/stage/tenure based on less reliable data this year?
* How can we make sure to honor and appreciate all teachers for their commitment to their students and their perseverance during this challenging time (without diminishing any value/reward to our “normal” evaluation or pathway system)?
* What are the punitive consequences of our evaluation system? How can we ensure that punitive measures are taken with full due diligence and with an assurance of equity between teachers?

**Communications and Change Management:**

* When and how are we gathering teacher and school leader input? What are non-negotiables and what are the areas where their input can genuinely influence the decision?
* What needs to happen before we have a final plan in place?
	+ What do we need to know about curriculum and assessment?
	+ What do we need to know about the learning environment?
	+ What do we need to know about staffing?
	+ Who needs to have input into our evaluation and development plan?
	+ What do we want to ask teachers?
	+ Who is the final decision-maker?
* By when do we need to communicate the plan to school leaders? To teachers?
	+ What are the big ideas/guiding principles we can share first and what are the details that can be shared later?
	+ What can we share to help teachers feel safe, valued, and supported?
	+ Who is best able to communicate changes to teachers? In what forum?
	+ How will shifts be communicated to teachers if changes to the learning environment require changes to the evaluation system?