

# Kickoff Meeting: Teacher and Principal Evaluation Design Project

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# Meet the presenters.



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*Principal Technical  
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# Agenda

1. Welcome, introductions, REL Southwest overview
2. Teacher and principal evaluation overview
3. Overview of resources to support this work
4. Lunch
5. Characteristics of effective teachers and principals
6. Introduction to the rubric design approach

# Welcome and Introductions

- Name
- Job title

Please share...

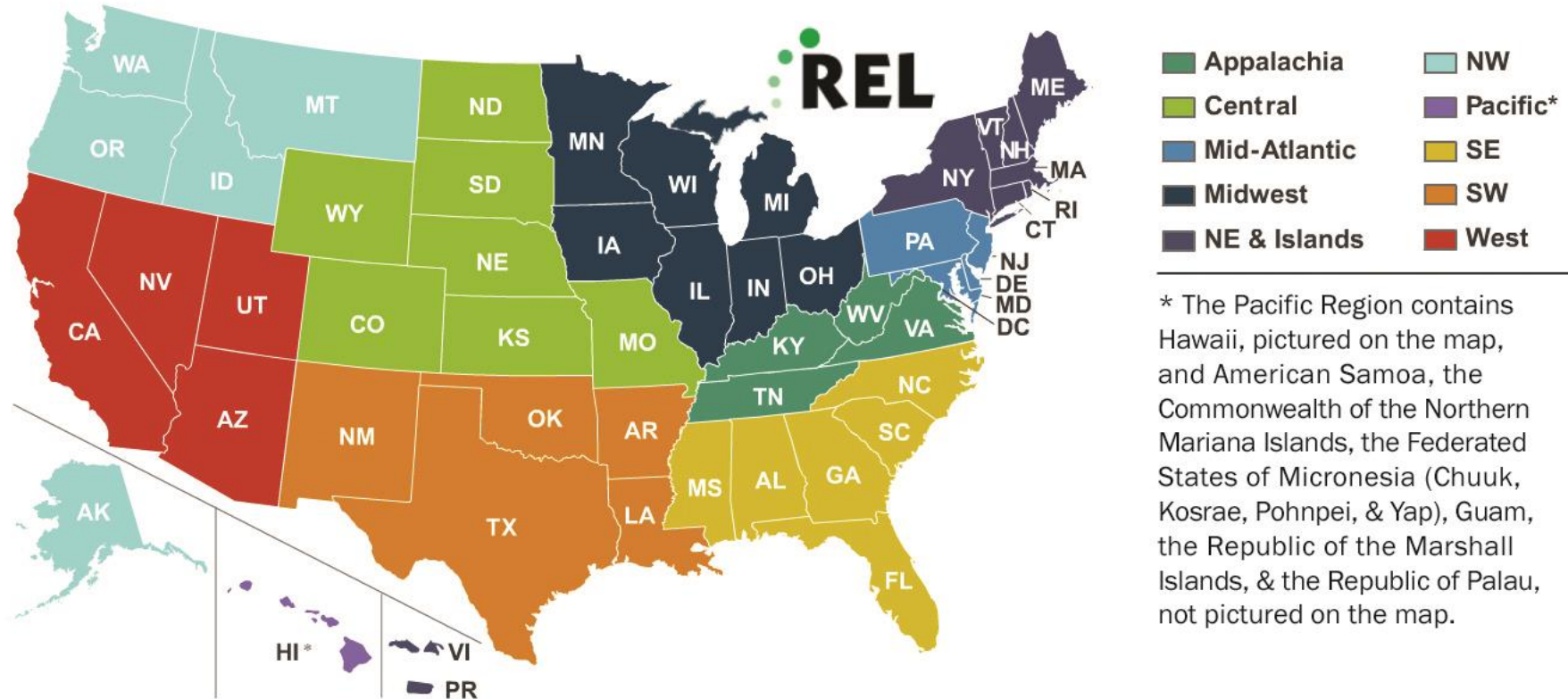
- A time that I received “powerful feedback” that shaped my work/life was...
- Revising the current teacher and principal evaluation system is important because...





**REEL**  
**SOUTHWEST**

# Regional Educational Laboratories



# REL Program Outcomes

- Our long-term mission is to meaningfully **improve outcomes for learners**
- How do we do that?
  - Support partners in **developing and applying research, evidence and evidence-based practices** in the short-term for the purpose of...
  - Informing and improving **education policy or practice** in the medium-term

# REL Southwest Research Partnerships



Southwest College and Career Readiness Research Partnership



Southwest Teacher Preparation and Professional Development Research Partnership



Southwest English Learners Research Partnership



# REL Southwest Research Partnerships



Southwest Early Childhood Education Research Partnership



Southwest Mathematics Educators Networked Improvement Community



Southwest School Improvement Research Partnership

# The REL Southwest will ...

- Offer research and technical expertise on principal and teacher evaluation design for your consideration.
- Support your decision-making (not direct your decisions).
- Provide facilitation to support your collaborative work.
- Help create and adapt materials and tools that represent the design team's preferences.

# Questions



# Teacher and Principal Evaluation Design Overview

# Project Goals

## **Create performance evaluation systems that:**

- reflect our school and community culture
- are frequent and aligned with national standards that emphasize principals' roles in supporting educational equity
- reflect culturally-responsive practice, leadership and communication with parents and community members of Native American heritage
- reflect SFIS strategic directions and, therefore, do not reinforce SFIS strategic plans through accountability

# Project Overview and Timeline

| Meeting        | Activities  |
|----------------|---|
| January 11     | Project overview and kick-off   |
| February 16-18 | Refine/develop standards, proficiency levels, proficiency indicators, rubrics<br>Discuss teacher observations and measurement options for principals  |
| April 16-18    | Finalize teacher observation instruments and principal measures,<br>Consider student performance measurement, school culture surveys<br>Finalize evaluation guidebooks, discuss PD planning processes, planning for the evaluation system pilot |
| June TBD       | Review PD professional development documents, begin plan for pilot and communications   |

# Products

- Teacher and Principal Evaluation guidebooks based on your informed decisions about teacher and principal evaluation design, Native American pedagogy, strategic direction, and performance evaluation best practices

# SFIS Purpose Statement

Teacher evaluation is one of the most critical activities performed in the task of instructional improvement. It is for this reason that teachers must be involved in the decision-making process for performance Evaluation since it affects them directly. Because there is a linkage between student performance and intelligent teaching, The Santa Fe Indian School desires to develop a Teacher Evaluation Plan that provides an effective and efficient system of assuring that students receive good instruction. Similarly, the Evaluation Plan must provide a method of establishing the trust which will result in job satisfaction as well as increased individual initiative, greater productivity and human dignity.

The primary goal of teacher evaluation is to assist the teacher in developing and strengthening all the skills necessary to provide each student with a high-quality experience. When a feeling of mutual trust and respect is established as the teacher and the administrator work toward a common goal, the evaluation process will be approached as a cooperative effort. It is the purpose of the Santa Fe Indian School Teacher Performance Evaluation Plan to assure that the greatest care will be exercised to eliminate a threatening experience from the evaluation process for most individuals.



# Why invest in performance evaluation?

Teachers and principals need feedback that they trust in order to improve their work with students and communities.

Evaluation communicates expectations to educators and helps them to chart their career path.

Done well, performance evaluation can promote:

- Improved feedback quality;
- Increased teacher/principal motivation;
- Improved teacher/principal retention; and
- Student performance gains. (Garet et al., 2017; Gates Foundation, 2015)

Additionally, teachers and principals tend to want clear, explicit goals and feedback to benchmark their professional growth (Behrstock and Clifford, 2015).

A photograph of three students (two women and one man) sitting at a table in a classroom or office setting. They are looking at a laptop and a tablet. The man in the center is wearing glasses and a blue shirt. The woman on the left is wearing a green sweater. The woman on the right is wearing a white sweater. The background shows a window with blinds.

## Working in triads:

- Select a scribe
- Select a presenter
- Document responses on chart paper

# Small group discussion

1. What are the **goals of the system** for teachers and principals? (In other words, what will performance evaluation help you do that has not been otherwise accomplished?)
  - Are the goals of the performance evaluation system different for teachers and principals?
  - How do the goals of the performance evaluation system support SFIS goals for work with students?
  - How do the goals of the performance evaluation system support SFIS goals for work with the communities that you serve (locally, regionally, nationally)?

# Small group discussion

2. If the performance evaluation system is to achieve its goals, then what are the **key tenets or non-negotiables** of the system?



# Whole-group discussion

- Share your list of goals for teacher and principal evaluation systems.
- Share your list of non-negotiable components of teacher and principal performance evaluation systems.
- What else did your group discuss?



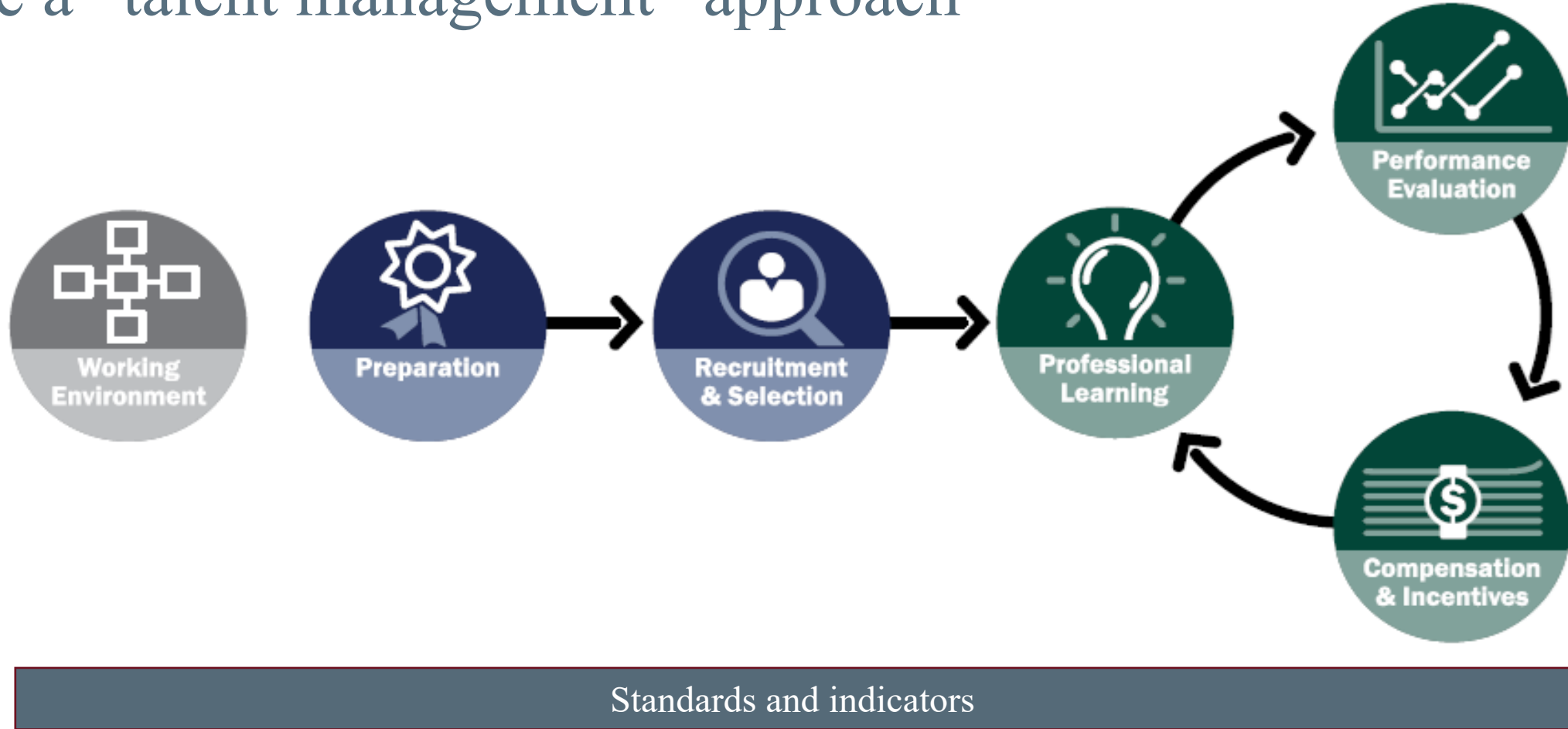
# What are the key components of a strong performance evaluation system?

A strong evaluation system:

- Takes a “talent management” approach
- Provides frequent, informal and formal feedback on practice quality and performance results
- Trains educators and supervisors
- Continuously improve evaluation process to reflect changing priorities

Garrett, M.S., Wayne, A.J., Brown, S., Rickles, J., Song, M., & Manzeske, D. (2017). The impact of providing performance feedback to teachers and principals. Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education.

# Take a “talent management” approach

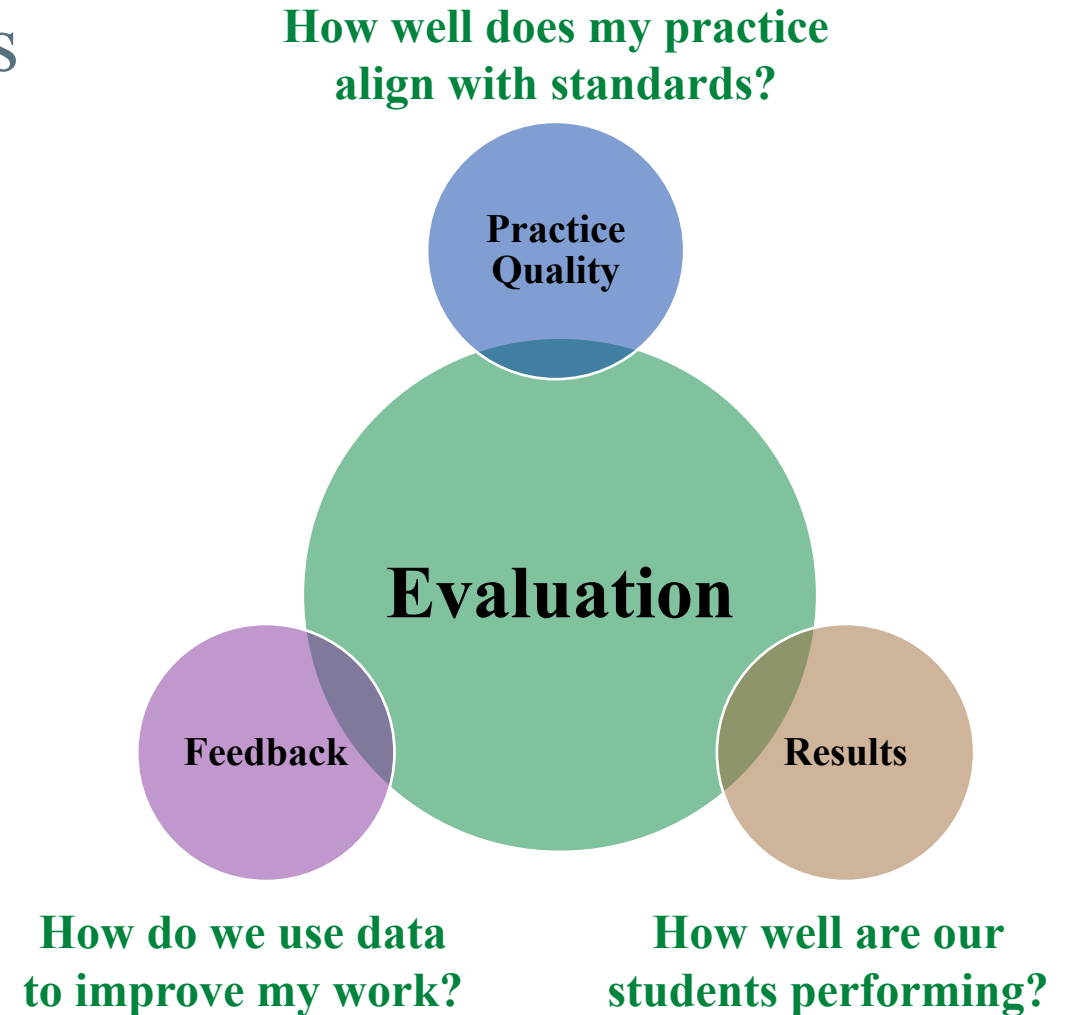


Center on Great Teachers and Leaders, 2016; George W. Bush Institute, 2016

# Provide frequent, formal and informal feedback on practice quality and results

- Research on performance feedback suggests that comprehensive feedback from a supervisor to a teacher/principal that is provided more than two times per year is considered useful to educators.
- Some advocates argue formal and informal feedback provided 10+ times per year is useful in changing practice and developing a “feedback culture” in schools.

Gates Foundation, 2014; Clifford et al., 2016; Goe et al., 2015; Kane et al., 2012





# Train educators and administrators

Gates Foundation, Wallace Foundation, and U.S. Department of Education funded research on teacher and principal evaluation suggests long-term investment in supervisor and educator support is necessary.

Administrators need to know:

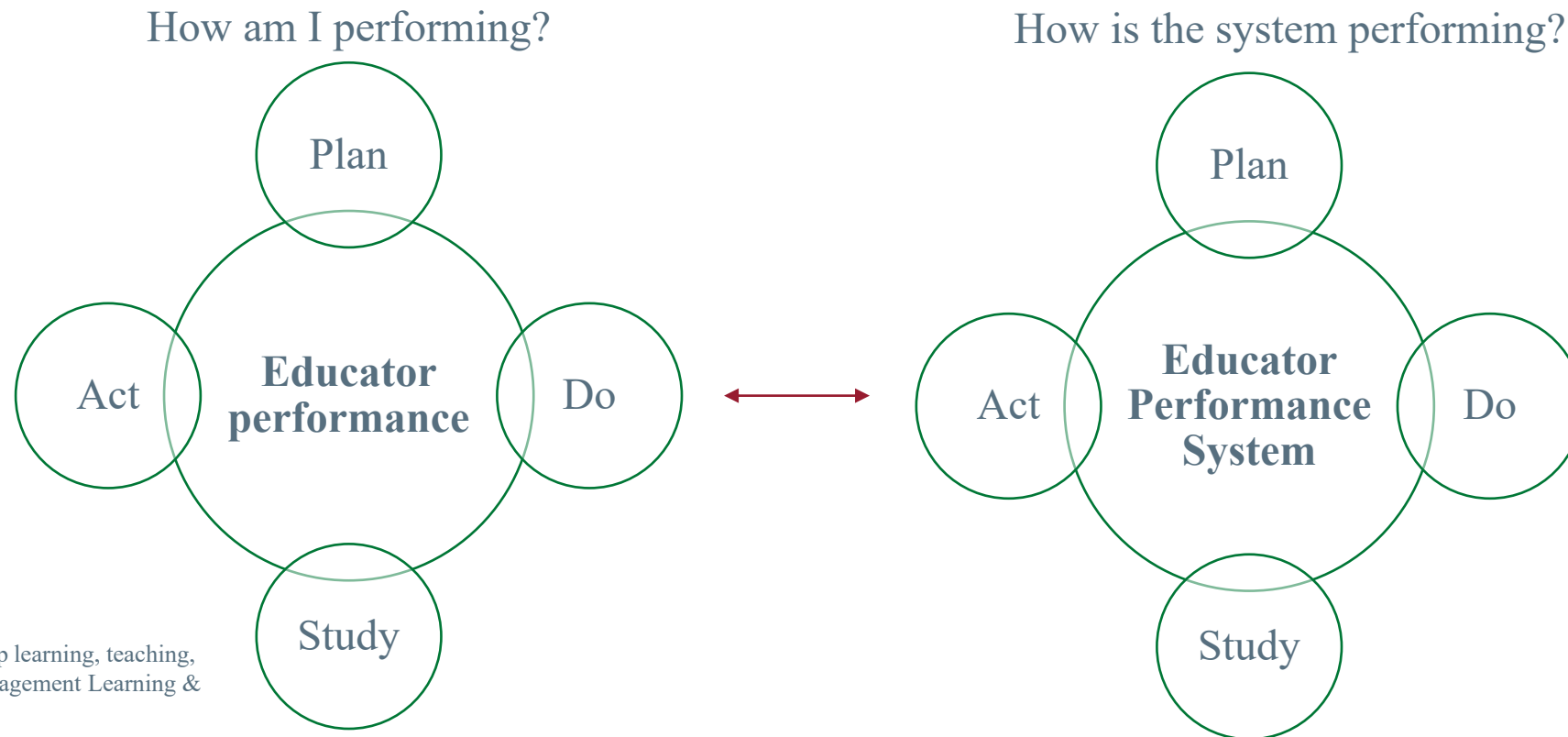
- Evaluation system fidelity (who is evaluated, when, and how)
- Accurate/reliable data collection
- Appropriate data interpretation
- Performance evaluation uses
- Best practice in feedback delivery
- Supports for supervision

Educators need to know:

- Evaluation system fidelity (who is evaluated, when, and how)
- Performance evaluation uses

# Continuously improve evaluation to reflect changing priorities

Once an evaluation system has been designed, you'll need to plan for continuously improving it during a pilot phase and beyond. Argyris (1977) encourages system leaders to focus on individual and system performance.



Argyris, C. (2002). Double-loop learning, teaching, and research. *Academy of Management Learning & Education*, 1(2), 206-218.

# SFIS performance evaluation system tenets or “non-negotiables”

Let’s revisit the list of our system tenets and non-negotiables in light of research and best practice knowledge.

# SFIS performance evaluation system tenets or “non-negotiables”

**Green flag:** Yes! I am good with this and supportive.

**Yellow flag:** Yes, I can live with this though I have lingering concerns.

**Red flag:** Nope. We have to talk more and resolve some issues before we can move on.



# Questions?



# Take a break

See you in 15 minutes.

# Introduction to Resources

# Some of the resources we will explore at our next meeting

- Example guidebook
- Professional Standards for Educational Leaders
- InTASC Standards
- Maine's principal evaluation system
- Danielson framework for teachers



# Lunch

# Lunchtime small-group conversations

- Review and discuss with your group “WHAT PRACTICES ARE CONSIDERED CULTURALLY RESPONSIVE?” in the FACTsheet.
- What personal lived experiences have shaped your understanding of what it means to be a highly-effective teacher and/or principal of Native American students?
- What evidence do you see that your current evaluation system is or is not culturally responsive to Native American teaching and learning approaches?

# Characteristics of Effective Teachers and Principals

# What do you think?



- What are the characteristics of an effective teacher?
- What are the characteristics of an effective principal?
- How are your definitions of effective teachers and principals reflective of the responsibilities and values at SFIS?

# Effective teachers and principals: National and state standards

National and state standards for principal and teacher performance communicate practice expectations, indicating what proficient principals and teachers know and do to support students.

- Professional Standards for Educational Leaders (PSEL)
- New Mexico Administrative Competencies
- InTASC standards for teachers
- New Mexico Teacher Competencies

Although SFIS teachers and administrators are not required to meet these standards, the standards provide a reference point for our work in designing evaluation systems and evaluation alignment to the standards may be professionally advantageous.

# Next steps

- Review resources/documents
- Provide feedback
- Anya will share materials with you
- Make a list of questions/thoughts for next session

Next convening: February 16-18, 2020



# Questions?



# Contacts

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