

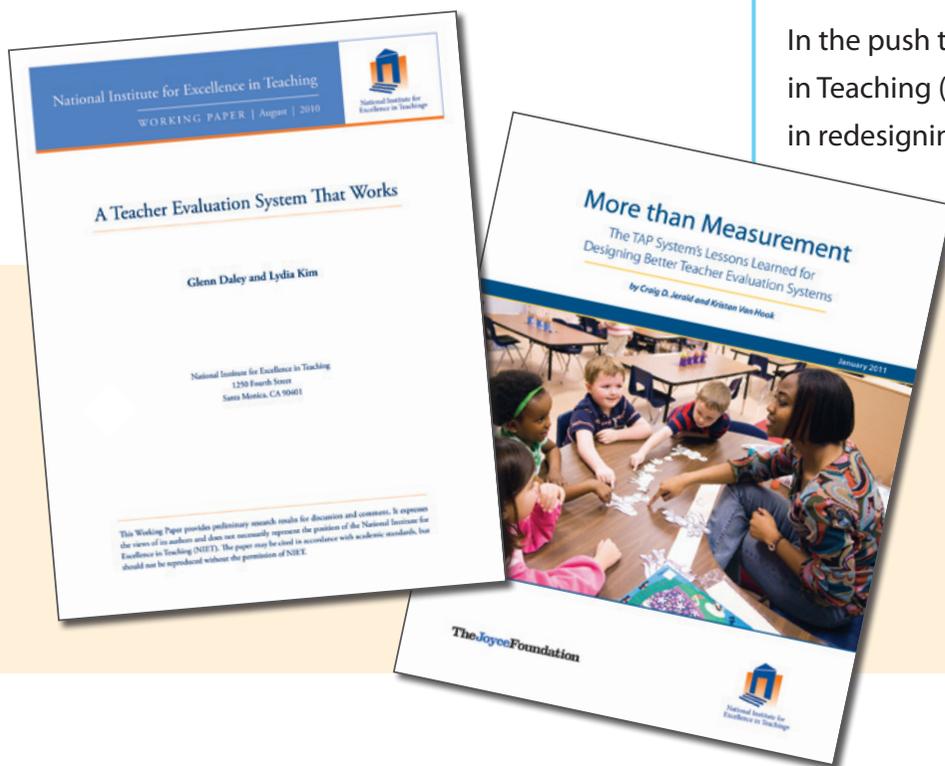
# GETTING TEACHER EVALUATION RIGHT

*Lessons learned from  
TAP leaders and practitioners*

Revamping teacher evaluation has become a prime national focus in the effort to improve teacher effectiveness. This has partly stemmed from a flurry of reports exposing deep flaws in the ways many teachers are currently supported and evaluated.

One of the most well-known of these reports is *The Widget Effect* by The New Teacher Project, which found that despite an acknowledgement of ineffective teaching within the districts studied, **more than 90 percent** of teachers were given the highest evaluation rating. Equally troubling is that **nearly three quarters** of those teachers received no specific feedback about how to improve.

In the push to reverse this trend, the National Institute for Excellence in Teaching (NIET) has been a leading resource for states and districts in redesigning their approaches to teacher support and evaluation.



Drawing from its decade of experience, NIET released two major studies, *A Teacher Evaluation System That Works* and *More than Measurement: The TAP System's Lessons Learned for Designing Better Teacher Evaluation Systems*.



“There are good reasons for policymakers and educators to pay close attention to lessons learned from TAP,” said Dr. Gary Stark, president and CEO of NIET. “It is our goal to provide key design and implementation recommendations that can support states and districts in this work.”



“TAP is the longest-sustained and most successful effort to radically transform teacher evaluation using multiple measures, including student achievement gains, in America today,” added Kristan Van Hook, NIET’s senior vice president of public policy and development. “What’s more, TAP’s teacher evaluation system has been **tried and tested with thousands of teachers in real school settings** over a significant period of time.”

Monica Hills (second from left), principal of Lowery Intermediate School in Donaldsonville, Louisiana, and Dedra Collins (far right), master teacher at Rolling Hills Elementary School in Lancaster, Texas, participated in NIET's official release of *More than Measurement* on Capitol Hill, where they discussed the impact of TAP in revolutionizing their teacher evaluation processes into powerful vehicles of measurement and support.



President Obama and Education Secretary Duncan have emphasized that these reforms must be done *with* teachers and not *to* teachers. In TAP, we have found that the system must have two goals: to measure performance *and* to support improvement. These goals represent two distinct levers for change; one is to produce sound data on teacher effectiveness for performance decisions, and the other is to provide individualized and intensive support to teachers to improve their instruction. Increases in teacher effectiveness then derive not only from attracting and retaining talented teachers, but also from growing the talent of every teacher every year. To dramatically improve teacher effectiveness, we couldn't leave either source of improvement on the table.

Written by NIET researchers Glenn Daley and Lydia Kim, *A Teacher Evaluation System That Works* validates the strength of TAP's evaluation system and demonstrates that a well-designed, integrated system such as TAP "can be objective, rigorous, differentiated, multidimensional, linked to student learning and supportive of teacher improvement."

A practitioner's point of view is brought to bear on *More than Measurement: The TAP System's Lessons Learned for Designing Better Teacher Evaluation Systems*. Compiled by education writer and researcher Craig Jerald, in collaboration with Kristan Van Hook of NIET and TAP practitioners, *More than Measurement* distills the key elements of TAP's teacher evaluation into a roadmap for states and districts in designing comprehensive systems. The guidance covers a range of essentials, from identifying goals and developing instructional rubrics to ensuring consistency among raters and facilitating meaningful conversations about teacher practice and areas of improvement.

"While there are many ways to design and implement better approaches to teacher evaluation, there are also many ways to get it wrong," said Jerald. "With new national momentum and resources behind redesigning the ways teachers are evaluated and supported, it is more important than ever to prevent past mistakes that have resulted in systems that do not accurately measure performance or provide feedback for improvement."

"As a principal, I see how valuable it is to be able to accurately measure teacher effectiveness," said Hills. "But I could never handle all those evaluations myself. Having master and mentor teachers work with me to conduct evaluations and take the lead in providing support for teachers to improve has enabled us to make significant improvements in student achievement."

"Being observed by multiple evaluators and receiving ongoing support help teachers become more comfortable with the process," said Collins. "Teachers are well-prepared for their observations and they highly value the professional support we provide. Their support really increases when they see their students' achievement grow."

To view *A Teacher Evaluation System That Works*, visit [www.tapsystem.org/publications/wp\\_eval.pdf](http://www.tapsystem.org/publications/wp_eval.pdf).

*More than Measurement: The TAP System's Lessons Learned for Designing Better Teacher Evaluation Systems* can be found at [www.tapsystem.org/publications/eval\\_lessons.pdf](http://www.tapsystem.org/publications/eval_lessons.pdf).