

# **Roadmap for Development of Multi-Use Teaching Assessment System**

(25,000 foot View 1.0)

## 1. Plan Design Process

- get top management support
- plan for stakeholder involvement
- design committee structure & membership
- develop communication plan

## 2. Develop or Adapt Competency Model as Basis for Assessment

Model should reflect:

- key drivers of student achievement
- district strategies for improving performance
- main job responsibilities of teachers

Consider existing models, state teacher standards, district vision of good instruction, what teachers need to know and be able to do to effectuate district strategies for improving student achievement.

## 3. Decide on Initial Uses of Teaching Assessment System

Consider starting with one or two areas and incrementally “building out” assessments from some core use, to gain experience with assessment and use of competency model before application to all HR/HC areas.

Possible clusters of uses:

- recruitment & selection
- induction/mentoring/tenure
- professional development
- teacher evaluation & performance management
- compensation

## 4. Decide on Method(s) of Data Collection

### a) Data sources

- live observation
- live observation + artifacts
- portfolio
- performance tasks (response to prompts)

### b) Who will be doing the assessment

- administrators
- teacher leaders/peers
- insiders versus outsiders

### c) Consider teacher and assessor workload

## 5. Include Assessment Practices That Promote Reliable Measurement

- multi-level behaviorally anchored rubrics
- assessor training
- multiple assessors
- assessor assessment & accountability

## 6. Include Practices That Facilitate Teacher Learning

- multi-level behaviorally anchored rubrics keyed to competency model
- score profile with reasons why
- assessor training for providing feedback
- explicit links to professional development opportunities aligned with competencies assessed
- coaching/mentoring resources (e.g., instructional coaches, study groups, lesson study)
- align with walk-throughs

## 7. Work out Responsibilities and Assignments

- a) Who will actually do what, be responsible for what
- b) Need a champion or central focus of accountability & information
- c) Consider workload & staff availability/skills

## 8. Standardize and Document the Assessment Process

- a) Spell-out evidence gathering, evidence interpretation, and evidence evaluation procedures so that they can be implemented uniformly
- b) Specify assessment conditions such as number and length of observations, length of video clips, prompts for performance tasks
- c) Document in a system handbook or manual

## 9. Conceptualize Alignment with Other Uses

Examples:

- Which competencies assessed in teacher evaluation be assessed during the hiring process, and how?
- Which competencies or practices should walk-throughs focus on?
- How can developmental/formative uses lead up to consequential/summative uses so there are few surprises?

## 10. Develop and Implement Assessor Training

*The assessor's judgment is as important as the rubric or rating scale in determining the scores.*

The goal is to develop a comprehensive training program that includes practice for evaluators and calibration to help unify the "lens" different evaluators use when rating teachers.

## 11. Develop and Implement Training/Communication Program for Teachers

- rationale for competency model; how it fits with live observation
- describe use of scores & rationale for use
- links to other HRM/HCM systems
- describe assessment process (expectations, procedures, deadlines)
- what does good teaching look like?
- resources for improving performance

## 12. Evaluate Implementation Fidelity, User Reactions, and Validity

### a) Implementation fidelity

- processes followed by assessors
- quality of evidence used, feedback provided
- timelines met

### b) User reactions

- teacher & administrator acceptance of model
- perceptions of fairness & utility
- workload

### c) Validity

- Assessment scores are reliable across different assessors and across closely-spaced occasions of measurement
- Assessment scores are accurate; someone assessed at level 2 really did exhibit the behavior indicative of the competency level
- Assessment scores “predict” important outcomes such as value-added student achievement