



## Instructional System - Evaluation of Curriculum and Teaching

*The district's assessment of teaching and learning is aligned to the district's vision.*

### PRACTICE 12

#### PREPARATION

##### GETTING AWARE

The district explores the educator evaluation models allowed by the state and reviews the different frameworks to determine best alignment with the vision, mission, and approach to learning of the district. The district also investigates the available training and internal capacity to use a particular model.

##### GETTING READY

The district identifies, trains, and calibrates an appropriate teaching and learning evaluation model (and administrator evaluation model, as required by state law). The district aligns other curriculum and instructional monitoring tools (such as walkthrough forms) to the evaluation model, and ensures that district context is reflected in the evaluation model.

#### PROGRESS INDICATORS

##### GETTING STARTED

The district regularly engages in the use of their identified instructional model for the process of educator evaluation to assess teaching and learning.

##### GETTING BETTER

The district:

- applies the evaluation model to their own instructional and curricular framework,
- develops crosswalks and observational tools to ensure that the purpose and scope of evaluation are understood,
- applies the evaluation model through occasional observations, and
- uses observation sessions to focus on identified instructional practices.

##### KEEP IMPROVING

The district:

- assesses the quality of teaching and learning through the evaluation model aligned to their instructional and curricular frameworks,
- utilizes crosswalks and observational tools to ensure that the purpose and scope of evaluation are understood,
- applies the evaluation model through frequent observations, and
- uses multiple observation and coaching cycles to focus and improve upon identified instructional practices.

## RESEARCH REFERENCES FOR THIS PRACTICE:

Darling-Hammond, L. (2015). *Getting teacher evaluation right: What really matters for effectiveness and improvement*. Teachers College Press.

Lewis, C. (2015). What is improvement science? Do we need it in education?. *Educational Researcher*, 44(1), 54-61.

McIntosh, K., Goodman, S., & Bohanon, H. (2010). "Toward true integration of response to intervention systems in academic and behavior support: Part 1: tier 1 support." *Communiqué*, 39(2), 1, 14-16.

Robinson, S. B (2019). *Teacher evaluation: Why it matters and how we can do better*. Frontline Education

Schildkamp, K. (2019). Data-based decision-making for school improvement: Research insights and gaps. *Educational Research*, 61(3), 257-273.

