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Teacher Incentive Fund

Aligning Evaluation Results and Professional Development: Driving Systemic Human Capital Management Reform

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March 2012



The Teacher Incentive Fund (TIF) would like to thank the following people for their time in reviewing drafts of this resource: Matthew Graham, Westat; Carolyn Lampila, U.S. Department of Education.

The work described in this paper was supported by the U.S. Department of Education through the Teacher Incentive Fund. The opinions expressed are those of the authors and do not necessarily reflect the view of the U.S. Department of Education or the institutional partners. Comments and suggestions are welcome.

In 2010, the U.S. Department of Education awarded the Teacher Incentive Fund contract to Westat—in partnership with Learning Point Associates, an affiliate of American Institutes for Research; Synergy Enterprises, Inc.; J. Koppich and Associates; and the University of Wisconsin.

The primary purpose of the Teacher Incentive Fund (TIF) is to support TIF grantees in their implementation efforts through provision of sustained technical assistance and development and dissemination of timely resources.

This work was originally produced in whole or in part with funds from the U.S. Department of Education under contract number ED-ESE-10-0057. The content does not necessarily reflect the position or policy of TIF or the Department of Education, nor does mention or visual representation of trade names, commercial products or organizations imply endorsement by TIF or the federal government.

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Aligning Evaluation Results and Professional Development: Driving Systemic Human Capital Management Reform

Introduction

Few educational initiatives in history have received as widespread attention and investment as today's focus on teacher effectiveness. States and districts across the nation are creating and adapting teacher evaluation systems that promise to help identify, recruit, and retain teachers who are capable of putting every child on a path to success. Although teacher evaluation is not new, education researchers perceive the systems used in the past as ineffective or even irrelevant because they categorized nearly all teachers as proficient despite weak student performance. In addition, these systems failed to provide meaningful feedback to help teachers grow (Sartain, Stoelinga, & Krone, 2010; Weisberg, Sexton, Mulhern, & Keeling, 2009). New evaluation models are emerging that not only consist of stricter accountability frameworks, but in some cases also promote professional growth opportunities or incentivize excellent performance through compensation and promotion. These benefits and incentives represent a holistic reform of human capital management systems (HCMS) for educators (see p. 3). Human capital management, including the recruitment, retention, development, and evaluation of teachers, is in the midst of a dramatic departure from the past.

A comprehensive HCMS approach is important for two main reasons: First, HCMS strategies address a wide spectrum of policies and practices that affect teacher effectiveness, all of which are necessary for a world-class teaching profession. Second, an HCMS approach addresses the alignment of these policies and practices, ensuring coherence across initiatives and efficient use of scarce resources. The term "alignment" refers to the coherent link between two systems or policies such that they work in harmony and, in specific ways, facilitate one another. For example, evaluation results might tie to certain

professional development or professional learning activities, while professional development goals might determine the specific focus of evaluations. Currently, evaluation and professional development systems tend not to align with one another or with other pieces of an HCMS (Garet, Ludwig, Yoon, Wayne, Birman, & Milanowski, 2010).

Federal initiatives such as Race to the Top (RTT) and Teacher Incentive Fund (TIF) grants have intensified the movement toward HCMS approaches by incentivizing reforms aimed at strengthening the educator workforce through better evaluation and improved effectiveness. TIF grantees have taken steps designed to reform HCMS, especially in the area of educator compensation. The U.S. Department of Education (Department) has awarded grants to nearly 100 organizations. As TIF grantees develop HCMS reforms and teacher evaluation undergoes widespread transformation, the strength of these reforms relies on a critical element: the inclusion of a support system for professional development. This brief focuses on the alignment of professional development with teacher evaluation reform.

This brief provides district and other educational leaders with research-based information on aligning professional development policies with teacher evaluations to drive more comprehensive human capital management. First, this brief describes an aligned evaluation and professional development system. Next, it discusses existing models and research on alignment between professional development and evaluation systems within an HCMS. Finally, it presents several practical recommendations for district leaders to help align evaluation and professional development to drive systemic, comprehensive human capital policies and programs.

Aligned Professional Development and Evaluation as a Driver of Comprehensive HCMS

Without a doubt, holistic human capital management reform is an overwhelming endeavor for even the most capable of school districts. This section describes how and why aligned evaluation and professional development is a useful starting place. Weber and Holcombe (2011) recommend that districts embarking on HCMS reform choose one or two teacher quality components as the first step toward developing a fully coherent, well-functioning HCMS, treating the chosen component(s) as a “door to walk through” to address the wider set of policies (p. 31). For example, a district whose state requires a new evaluation system might treat evaluation reform as a starting place to subsequently improve its professional development system and other HCMS components. Or a district facing budget cuts may begin HCMS reform by creating efficiencies in its professional development, identifying and funding only those programs that are effective. The district then could use the new professional development approach to launch additional initiatives to improve teacher effectiveness.

Typically, the district and state leaders who address teacher effectiveness policies carry out their responsibilities with limited collaboration with colleagues who are evaluating other key teacher-effectiveness components. This lack of teamwork limits opportunities to think strategically about big picture connections between teacher recruitment, induction, professional development, and other areas. Choosing a central aspect to focus on can spark more systemic thinking. Aligning and strengthening evaluation and professional development is an ideal place to begin to develop a more comprehensive HCMS.

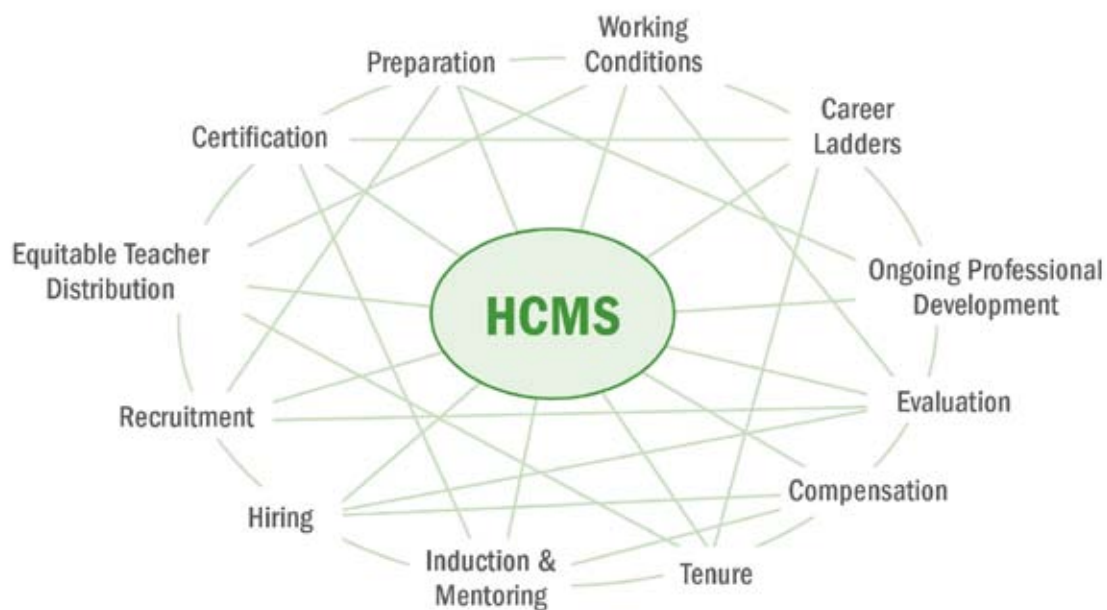
Human Capital Management Systems

Human capital management refers to systemic and aligned attention to all policies and practices that affect teacher and principal effectiveness at the state and local levels. This includes the following components:

- Preparation
- Recruitment
- Induction and mentoring
- Evaluation
- Working conditions
- Career ladders
- Certification
- Hiring
- Tenure
- Ongoing professional development
- Compensation
- Equitable teacher distribution¹

An integrated and effective HCMS exists when districts review and align each component with the others. An HCMS offers coherent, clear, research-based approaches to recruiting and retaining effective teachers and principals (Heneman & Milanowski, 2004; Laine, Behrstock-Sherratt, & Lasagna, 2011). Although no state or district has fully achieved this ideal, many are moving toward creating a fully comprehensive HCMS as shown in Figure 1.

Figure 1. Aligned Human Capital Management System



¹ Ensuring equitable teacher distribution for poor and minority students is a key goal for many states and districts. It affects each of the other components in an HCMS.

Choosing Aligned Evaluation and Professional Development as the Driver

There are several reasons why aligned professional development and evaluation is an appropriate starting point for broader HCMS reforms. First, widespread political and often financial support is currently available for reforming teacher evaluation and professional development systems. Second, evaluation and professional development have direct and significant connections to each of the other HCMS components. Finally, introducing HCMS reforms

through meaningful feedback and professional development offerings, aligned with evaluation and actual classroom practice, may help build momentum and support for addressing more sensitive issues such as performance pay.

An aligned evaluation and professional development system can drive coordination across policies and practices that together create a complete HCMS. Figure 2 depicts aligned evaluation and professional development at the center of a more complex HCMS, driving coordination between aspects of the system.

Figure 2. Alignment Between Evaluation and Professional Development and Other Human Capital Management System Components

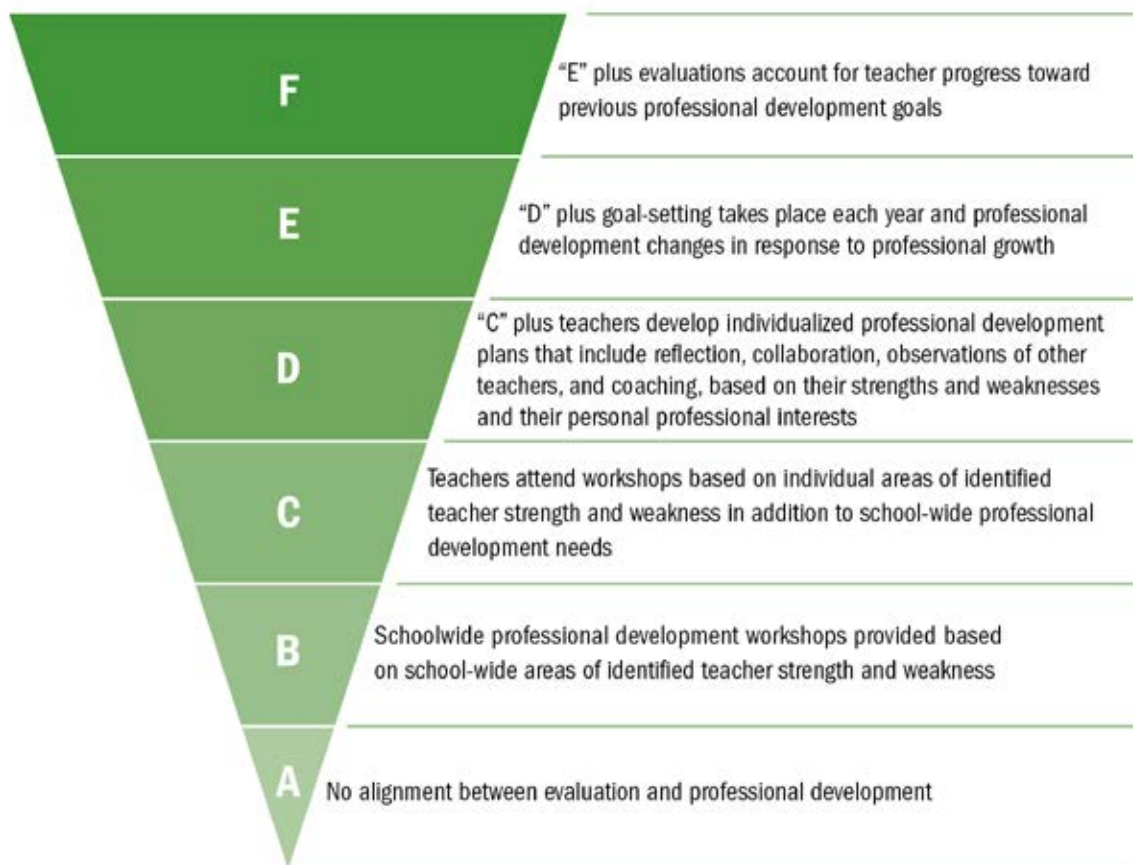


What Does Aligned Professional Development and Evaluation Look Like?

In an aligned HCMS, evaluation and professional development should complement one another in pursuit of common standards for educator effectiveness. To maximize teacher effectiveness, research-based best practices should be the basis for each standard. The evaluation system assesses teacher practice in accordance with the common standards, and professional development helps teachers grow and attain those same standards. In this way, aligned professional development and evaluation use common standards and improvement goals to achieve a shared purpose. Professional development that integrates into the workday and responds to teachers' instructional practices is job-embedded professional development (JEPD) or job-embedded professional learning (JEPL).

Aligned teacher evaluation and professional development can take several different forms. Figure 3 (below) represents the spectrum of alignment between evaluation and professional development. At the extreme is a completely unaligned system in which teachers receive professional development that is unconnected to evaluation, often in the form of stand-alone workshops. Although such workshops can be valuable for teachers, professional development may address "flavor of the day" topics that do not cater to teachers' individual growth needs. In contrast, evaluation-based professional development intentionally focuses on identified teacher strengths and weaknesses, which enables teachers to focus on continually improving their practice and becoming excellent.

Figure 3. Alignment Between Evaluation and Professional Development



As alignment between evaluation and professional development increases, growth opportunities for teachers relate more closely to evaluation results. For example, minimally aligned systems assess schoolwide areas of weakness and provide the same workshop to all teachers, leaving little, if any, room to address individual learning goals. A more aligned system determines professional development courses or JEPL opportunities individually, aligning each teacher's professional development with his or her unique areas for growth. To accurately link a teacher's areas for growth with the most relevant professional development opportunities, districts should strive to offer a multitude of JEPL opportunities (such as reading professional journal articles about instructional strategies, observing another lesson, or meeting with a mentor to discuss lesson planning or a lesson observation). Districts should set aside time for teachers to plan a set of growth activities that helps them gain the skills and knowledge needed to overcome their professional weaknesses as well as continually learn and grow in other areas that they identify.

In order to align professional development and evaluations, districts must ensure that their teaching standards provide clear and comprehensive expectations of practice. In order for evaluations to be fair and applicable, district leaders need to clearly outline what they expect of teachers in day-to-day practice; in addition, teachers need to know how evaluators will assess their performance in relation to these standards. To ensure that teachers receive both fair and comprehensive evaluations and professional development, districts should utilize multiple measures of performance. While some measures may be well suited to describe how a teacher meets a specific standard (such as how a value-added score or student learning objectives (SLOs) can convey how a teacher promotes student achievement), others may best describe other standards (such as how portfolios can illustrate a teacher's planning skills). Choosing multiple and appropriate measures not only

promotes fair evaluations, but provides better data to support aligned professional development opportunities. Finally, all stakeholders need to be able to interpret and understand the data produced by evaluations in order to create meaningful professional development opportunities for teachers. Districts should invest heavily in training and support for teachers, administrators, and evaluators so that all stakeholders can make the best use of the aligned system to improve teaching and learning.

In a fully aligned professional development and evaluation system, teachers and evaluators work through a process to identify professional development activities based on the evaluation results. This process begins with a reflective self-assessment in which teachers develop their own priorities for professional growth. Following the observation of classroom practice, evaluators and teachers engage in a conference in which teachers can have a candid discussion about their performance appraisal. During the conference, the evaluator draws on specific examples to describe how the teacher's practice aligns with the standards described in the evaluation rubric and provides several immediate strategies for the teacher to consider adding to his or her instructional toolbox. At this time, the evaluator also acknowledges the improvement of previously identified areas for development. In response to the areas of weakness, the evaluator recommends specific, formal professional development activities.

The professional development opportunities the evaluator recommends must be strong and relevant enough to affect actual practice; therefore, job-embedded professional development is the best kind to align with evaluation results. Districts should provide training and guidance in how evaluators make recommendations to teachers to ensure that professional development activities positively affect teacher practice. In addition, districts should identify and sustain support systems to deliver JEPL, such as mentor teachers, instructional coaches, and

professional learning communities, or technology-based support systems, such as video banks of exceptional practice. Evaluators may then use these resources to make specific, formal recommendations, which may include coteaching, modeling, observations, reading of professional literature, or piloting new practices in the classroom. Districts should also provide training, resources, and guidance around implementing these activities so that teachers receive adequate support.

In addition to these formal activities, the school culture should support informal collaboration and opportunities to share strategies and learn from colleagues. School leaders should regularly clarify and remind teachers of expectations of practice and, in addition, promote an ongoing dialogue around practice that aims to help all teachers reach those standards. Indeed, according to Curtis & Wiener (2012), schools can rebuild every part of their infrastructure to support teacher growth through evaluation, including data systems, job responsibilities, and policies and practices that directly or indirectly relate to evaluations, such as setting goals for student learning. When teacher evaluation and professional development truly align, not only are the following elements in place, but engagement in these professional development activities factors into subsequent evaluations as well, bringing the cycle full circle.

Goe, Biggers, and Croft (forthcoming) identify five critical components that must be in place for alignment of evaluation and professional development to work. These include:

1. Articulation of standards defining high-quality instruction;
2. Collection of multiple measures of whether a teacher meets these standards to paint a complete picture of a teacher's areas in need of development;
3. Provision of high-quality training on standards and tools both to evaluators

and to teachers, which itself is a form of professional development;

4. Training for principals, coaches, or other individuals so that they can interpret teachers' evaluation results and make the best professional development recommendations; and
5. Providing high-quality professional growth opportunities both for individual teachers and groups of teachers.

Other elements of best practice in teacher evaluation serve to strengthen the alignment between evaluation and professional development. First, districts must differentiate the evaluation process for novice and more experienced teachers (Weisberg et al., 2009). Differentiation ensures that districts hold more experienced teachers to a higher standard and their corresponding professional development is equally rigorous to that of new teachers with far more room for improvement. Second, districts must conduct evaluations in a timely fashion, producing immediate feedback. For example, if teachers still recall the lessons observed, the feedback on those lessons will be most meaningful. Likewise, if the school year still is in session at the time evaluators provide feedback on addressing a particular child's learning needs, the teacher can quickly and more meaningfully adopt the suggested strategies. Finally, teachers are involved not only in their own evaluation but also in the development and ongoing modification of the evaluation and professional development system. The time spent learning about the standards and rating categories on a rubric or what constitutes effective feedback is itself a form of professional development that strengthens policy and, at the same time, provides teachers another venue for continual learning and growth. Effective training on productive professional conversations around performance might be the greatest lever for improving teachers' practice (Sartain, Stoelinga, & Brown, 2011).

Why Is Aligned Professional Development and Evaluation Important?

Aligned professional development and evaluation achieves a number of important results. First, as Danielson (2010) contends, when the quality assurance requirements for an evaluation system and the professional learning requirements of a sound professional development system are part of the systems' overall design, it is possible to achieve a valid, reliable, defensible policy that also engages teachers in valuable reflection and professional conversation. Second, tying evaluation to effective professional development may produce more immediate teacher quality improvements and be more cost effective than tying evaluation to dismissal and then preparing, recruiting, hiring, inducting, and mentoring new teachers. Third, aligning the expectations and goals of professional development and evaluation eliminates confusion that can arise if districts treat them separately.

Having two separate systems for accountability and improvement may create inconsistencies and unclear expectations around practice, which is unlikely to promote change in actual instruction. Specifically, aligned evaluation and professional development creates coherency across the two activities in terms of both their goals and processes. For example, professional development activities should help teachers reach the same standards to which evaluators will hold them accountable—a common set of goals that all parts of the system work toward achieving. Promoting two different sets of expectations would be counterproductive and inefficient; whereas, this coherence in purpose reinforces the goal of helping all teachers reach the highest instructional standards. Likewise, the timelines, protocols, and forms that districts use for one should complement those used for the other. This alignment in processes reduces frustration associated with duplication of effort, making the evaluation and professional development activities more meaningful for teachers and

evaluators and more respectful of their limited time. Most important, alignment between teacher evaluation and professional development can boost support for the evaluation reforms taking shape around the country. School districts have devoted substantial time and resources into evaluating teachers, but if the majority of teachers do not support these reforms—if they do not “buy in”—then the reforms are unlikely to be sustainable. A drop in teacher morale could outweigh the benefits of identifying effective teachers. As one might expect, given their daily focus on helping students develop, most teachers embrace learning and growth. A strong and abiding link to professional development helps teachers see the value in evaluation reform because professional development and meaningful feedback clearly aim to help them improve. Teachers need to know that the system supports their efforts to attain the “excellent” rating, and districts can help them achieve this goal by aligning evaluation results with professional development.

Alignment with professional development is also a key component of an evaluation system that clearly differentiates educators based on performance levels and helps all educators improve. It is more effective to base all teachers' professional development upon evaluation results than using more demeaning methods of dealing with less effective educators, such as probationary status and other policies that single out teachers. Most teachers believe a majority of their colleagues do a good job. When asked how many teachers in their building fail to do a good job, 18 percent said “none,” 59 percent said “a few,” 18 percent said “more than a few,” and only 4 percent said “quite a large number” (Learning Point Associates & Public Agenda, 2009, p. 17). Policies that suggest that more than a few teachers require more significant intervention than professional development may be less likely to resonate.

Alignment between performance assessments and ongoing learning is of central importance not only to teacher development but also for students. Districts and states assess student learning not just for the purposes of reporting, ranking, congratulating, or deriding them, but also to help teachers refine their approach to meeting each student's needs. Just as teachers evaluate their students' work to help them grow and improve, growth and development should be a key aspect of teacher performance assessments.

Connecting Aligned Professional Development and Evaluation to the Human Capital Management System

Alignment between professional development and evaluation often takes place alongside other HCMS initiatives. A fully aligned HCMS connects the whole spectrum of teacher-effectiveness policies, including preparation, certification, recruitment, hiring, induction and mentoring, career pathways, leadership, dismissal, working conditions, and equitable teacher distribution. This section explains how districts or states can align evaluation with selected HCMS components.

Alignment Between Evaluation and Professional Development and Policies for New Teachers

An aligned evaluation and professional development system drives connections to each of the other HCMS components depicted in Figure 2. For example, new teachers' professional development should use as a basis the same standards that induction and preparation programs use. The criteria for certification should be the same as or similar to those used for hiring, in ongoing evaluations, and to award tenure. In some states, such as Louisiana and Florida, teacher preparation programs receive assessments based on their graduates' evaluation data.

This enables districts to target recruitment toward the preparation programs that graduate the "best" teachers.

Alignment Between Evaluation and Professional Development and Policies for Veteran Teachers

Aligned evaluation and professional development for veteran teachers also drives connections in a comprehensive HCMS. Specifically, for more experienced teachers, evaluation and professional development together determine the types of career ladders and leadership opportunities accessible to high-performing teachers. In such a system, only those who receive positive evaluations receive consideration for advancement to instructional coaching or mentoring positions. Even with positive evaluations, professional development would continue to help teachers succeed in these new roles. Likewise, veteran teachers in these roles can provide professional development to struggling teachers as coaches or through professional learning communities.

Alignment Between Evaluation and Professional Development and Teacher Retention

Aligned evaluation and professional development also can inform decisions about teacher retention. Districts or states may choose to base retention and removal upon evaluations. For example, a district could decide to terminate a teacher after multiple negative evaluations and targeted, unsuccessful professional development opportunities. Likewise, a district could target monetary or nonmonetary incentives to teachers who consistently receive the most positive evaluations.

Alignment Between Evaluation and Professional Development and Working Conditions

Aligned evaluation and professional development can focus educational leaders' attention on the importance of teacher working conditions. True alignment requires policymakers to rethink teachers' schedules and workloads to make the appropriate time available for meaningful evaluation and professional development, including dedicated time for evaluation meetings, teacher reflection and goal setting, and collaboration (Darling-Hammond & McLaughlin, 1995). Effective evaluation and professional development also require a collegial and trusting atmosphere among teachers and between teachers and evaluators (Hart, Akmal, & Kingrey, 2010). If these climate conditions do not exist, districts will need to create them before evaluation or professional development can be successful.

Alignment Between Evaluation and Professional Development and Equitable Distribution Policies

Despite the highly qualified teacher provisions of the *No Child Left Behind Act of 2001* (Public Law 107-110), children from poor and minority backgrounds are still less likely to have access to experienced or effective teachers and experience greater teacher turnover (Allensworth, Ponisciak, & Mazzeo, 2009; Clotfelter, Ladd, Vigdor, & Wheeler 2007; Glazerman & Max, 2011; Kalogrides, Loeb, & Beteille, 2011). An aligned evaluation and professional development system can help states or districts achieve a more equitable distribution of teachers. First, districts should use evaluation results to assess the current teacher distribution's fairness. If discrepancies exist, districts can mandate, incentivize, or ask effective teachers to voluntarily transfer to needier schools. Once there, their evaluations should account for their challenging environment, so that they do not receive penalties for taking on a difficult assignment.

Professional development should also align with equitable distribution policies to ensure that teachers who move to potentially more challenging school environments receive adequate support. Districts should make strong instructional leaders and coaches available to help transitioning teachers be as effective in their new environment as they were in the old one. Most important, the district should provide professional development tailored to working in their specific type of school setting.

Alignment With Compensation

For districts and states focusing on performance-based compensation, developing a strong and aligned evaluation and professional development system can counteract teacher mistrust about performance-based compensation systems, which is significant among teachers overall. In a 2009 national survey that asked teachers about possible consequences of implementing a performance-based compensation system, 60 percent of teachers selected the option "Principals would play favorites and reward teachers who are loyal to them or who don't rock the boat," while only 30 percent chose "It would give principals a way to reward the teachers who really help kids learn" (5 percent did not know) (Learning Point Associates & Public Agenda, 2009, p. 27). If teachers trust the evaluation system and see a clear connection to their professional growth, they may be more likely to support connecting evaluations to other aspects of the HCMS, such as compensation or retention.

The perceived fairness of an HCMS that includes performance-based compensation is crucial for its effective implementation and sustainability. Aligned professional development enables teachers to directly engage with their evaluation results and see their connection to teachers' professional growth. Teachers who are eligible to reap benefits based on successful or exemplary practice deserve an opportunity to pursue clear objectives and to improve their practice. Alignment between performance evaluation and professional growth can go a long way toward creating these conditions.

Aligning Professional Development and Evaluation in a Human Capital Management System— Examples in Practice

In recent years, districts and states alike have begun to develop aligned professional development and evaluation systems to improve teacher effectiveness. As of 2011, nine states (Wyoming, Missouri, Arkansas, Louisiana, North Carolina, South Carolina, Michigan, Rhode Island, and Connecticut) fully tied professional development to results from the required annual evaluations for all teachers and observations and feedback regarding new teachers during the first half of the school year. At this time, seven additional states were close to full alignment (New Mexico, Texas, Georgia, Florida, Illinois, Kentucky, and New York), and all other states that did not fully meet the criteria were making progress toward this goal. For example, Colorado has plans to develop an aligned professional development system, but as of 2011 had not yet designed, piloted, or implemented aligned professional development in any way. Some states, such as Washington, aligned professional development and evaluations for teachers who were rated as unsatisfactory, but had not developed aligned professional development that was job embedded or for teachers not at risk for dismissal (National Council on Teacher Quality, 2011). Other states, such as Iowa, have put some components in place, such as multiyear, teacher-created professional development plans that are linked to district and statewide strategic goals; however, although their system has JEPD, it has yet to align with evaluation results (*Iowa Code*, 2011, 284.6[4]).

District and state evaluation systems vary widely due to diverse political climates, legal regulations, capacity, and demographics. Florida, for example, is trying to create a statewide model with a focus

on district autonomy and choice, which means that the evaluation systems it ultimately implements in districts may be quite diverse (*Florida Statutes* § 1012.34, 2011). Although Florida plans to develop a state model, the state allows districts to make several decisions on the design of the evaluation system, including measures of student growth, the number of rating levels, collective bargaining with teacher unions, new teacher evaluation and support, implementation timeline and methodology, and, most important, the way in which evaluation results align to professional development (Florida Department of Education, 2011). Other states, such as Pennsylvania, must wait until preliminary legislation has passed to implement changes to educator evaluation policies (Pennsylvania General Assembly, 2011). These challenges, plus the difficulties of securing funding, expertise, and time to implement changes in the evaluation systems, have led to a situation where many states have plans to implement aligned professional development systems, but only some states have begun to do so.

The preliminary nature of many state evaluation systems means that few states currently provide comprehensive, job-embedded approaches to aligned professional development. Those states that have implemented evaluation systems that align to JEPD could still expand them to improve overall alignment (National Council on Teacher Quality, 2011). A number of current professional development systems in both the United States and abroad demonstrate how alignment between evaluation results and broader HCMS can support teachers in improving their practice. These existing models of aligned professional development provide ideas and guidance for those in the early stages of developing an aligned system (see examples on pages 12-16).

Delaware Performance Appraisal System—Second Edition (DPAS II)

Delaware's DPAS II teacher evaluation system aligns professional development with evaluation results through several system-level supports. Teachers engage in JEPD throughout the year, first identifying the ways in which they will contribute to school- and classroom-level student growth goals, as the evaluation system domains² define them, in an individual or group conference at the beginning of the year. Teachers also set personal goals for professional growth, as defined by the evaluation system domains, in this conference or in the first pre- or postobservation conference. Preobservation and postobservation conferences, the first of which occur between November and March of the school year, help teachers engage in JEPD by reflecting on their practice, strengths, and areas for growth through active dialogue with the observer. Similarly, the summative evaluation conference helps teachers reflect on their practice for the following year through active conversation and reflection with the observer. Teachers who receive unsatisfactory ratings in any domain of their performance evaluation, regardless of their overall score, engage in professional development specifically in those areas. Teachers who receive proficient ratings in all domains on their summative assessment do not link their scores to professional development opportunities (*Delaware Administrative Code 14, §1511, 2010; Delaware Department of Education, 2011*).

Although Delaware does not currently align HCMS components, other than evaluation and professional development, the state plans to incorporate additional HCMS components into its existing aligned professional development and evaluation system at the local level. Evaluation results will align with career opportunities for teachers through the teacher-leader cadre, which all districts in Delaware will develop by the beginning of the 2012–13 school year. Teacher leaders must have evaluation ratings of highly effective—the highest possible rating—for two out of every three years to maintain their position and earn additional compensation as determined by individual districts. Teacher leaders also connect other aspects of Delaware's HCMS by providing mentoring and ongoing professional development to other teachers and may improve school conditions through their contributions to school culture (*Delaware Department of Education, 2010*).

² In the evaluation system, domains define the different aspects of practice from which evaluation scores derive.

District of Columbia IMPACT

The District of Columbia Public Schools (DCPS) IMPACT system includes a continuous cycle of JEPD that aligns to formative evaluations as well as district goals. Teachers receive observer feedback through four annual observation cycles and work consistently throughout the school year with an instructional coach to clarify goals and create strategies to constantly improve their practice (District of Columbia Public Schools, 2011a). The District is currently designing more specific professional development based on summative evaluations for teachers rated as minimally effective (District of Columbia, 2010).

The IMPACT system also links evaluation results with several other HCMS components. Teachers who receive a highly effective rating can earn a bonus of \$5,000 to \$25,000 through DCPS's performance-based compensation program, IMPACT plus, depending on school demographics and subject/grade taught. Teachers may also earn a higher base salary through IMPACT plus if they receive a highly effective rating for two years in a row, earning up to \$131,540 per year depending on degree, experience, and school demographics. Evaluation results also align with decisions about retention and removal. For the first three years of implementation, teachers were subject to dismissal if they received a rating of minimally effective for two consecutive years or a rating of ineffective for one year. The District has since modified its system: Now, only teachers who receive a rating of ineffective are subject to dismissal (District of Columbia Public Schools, 2011b; Zhao, 2011).

Guilford County, North Carolina

Guilford County, North Carolina, has an aligned professional development and evaluation system that follows the state model: As part of the evaluation system, all educators must have professional development plans; however, only educators who receive ratings of developing or not demonstrated (the two lowest ratings) on any component of the evaluation must have a professional development plan that aligns to evaluation results. Educators who receive a summative evaluation rating of proficient, accomplished, or distinguished set goals for improving their own practice, but are not subject to the state- or district-imposed professional development requirements (Guilford County Schools, 2011). Individual teachers are intricately involved in the evaluation process: Teachers can serve as evaluators and also enter and track their own evaluation data in a database (Public Schools of North Carolina, 2011).

In addition to professional development, Guilford County's HCMS also aligns evaluation with recruitment and compensation. Guilford County Schools has recruitment bonuses for all schools in Guilford County through the Teach Guilford incentive program, which offers a salary advance and housing, vehicle, and banking incentives (Guilford County Schools, 2011). To address recruitment and retention needs in hard-to-staff schools and subject areas, the Mission Possible program provides financial incentives to teachers who choose to work in specific, high-need schools. Data on staff turnover and student performance and demographics identifies these schools (Guilford County Schools, 2009). Teachers can earn a bonus of between \$2,500 and \$9,000 each year that they teach at a Mission Possible school, depending on their qualifications and area of instruction; likewise, principals of Mission Possible schools can earn between \$5,000 and \$10,000 in additional compensation for leading a Mission Possible school. The teachers who earn the highest bonuses teach in high school math classrooms. Mission Possible also connects evaluation results to its compensation system through performance bonuses, which can range from \$2,500 to \$4,000 for most educators and \$5,000 for principals. In order to receive a performance bonus, educators must have available value-added data and show student performance at or above the district mean, or, as a principal or curriculum facilitator, lead a school that meets AYP (Adequate Yearly Progress). Through these recruitment and performance bonuses, the Mission Possible system directly connects compensation and recruitment to the overall evaluation system, aligning all four elements of its HCMS (Guilford County Schools, 2011; Rowland, 2008).

Tennessee’s Educator Acceleration Model (TEAM)

Tennessee used its 2010 RTT grant to create an aligned professional development and evaluation model that focuses on a continuous cycle of feedback and JEPD. Teachers engage in JEPD by receiving feedback based on the Tennessee teaching standards after each formative evaluation (the state recommends four per year) and working toward goals to improve practice based on this feedback. Educators who are meeting standards of practice still engage in JEPD by receiving additional feedback (which Tennessee refers to as “areas of reinforcement”) to help them pursue excellence in teaching (Tennessee First to the Top, n.d.a, p. 1). To clarify standards and provide relevant JEPD, Tennessee developed a Best Practices Portal through a partnership with the National Institute for Excellence in Teaching (NIET) that includes all evaluation materials and trainings, specific research-based training modules on indicators, and certification and reliability assessments for observers (Tennessee First to the Top, n.d.b). Although Tennessee’s evaluation system is a state model, the state gives individual districts the authority to determine how summative evaluation results will align with professional development opportunities and other HCMS components. Districts make decisions around aligning evaluation results with dismissal and compensation, which is funded through Teacher Incentive Fund grants (Center for Educator Compensation Reform, 2011; Tennessee Department of Education, 2011).

Examples From Abroad

Examples of closely aligned HCMS exist outside the United States as well. England's aligned JEPD system focuses on teacher involvement, encouraging teachers to participate in review meetings and requiring that administrators and peers be part of the evaluation process. Teachers in England receive evaluations only once a year, but evaluation results align with JEPD, as teachers receive support on standards on which they are underperforming or wish to improve. The evaluation framework also connects to opportunities for career advancement: Evaluation results help teachers assess their readiness for another role, such as a head teacher, which provides a financial incentive to pursue excellence in teaching.

Portugal allows individual schools to develop professional development plans for teachers that align to specific evaluation domains. Teachers may also become more involved in the process by requesting that interviews on their practice be part of the evaluation. These interviews are to help teachers reflect and create a dialogue on practice. Evaluation results connect to a number of HCMS components. In terms of compensation, teachers who receive two consecutive ratings of very good may earn bonuses (amounts determined locally, but typically similar to one month's salary). Similarly, teachers who receive consecutive excellent and/or very good ratings may become eligible for advancement to a senior teacher rank more quickly than they would with lower evaluation ratings. Evaluation results also factor into whether teachers receive tenure, renew their contract, or change schools. It is important to note that based on stakeholder feedback on major components, Portugal will revise its system over the next several years (Santiago & Benavides, 2009; Silva & Braga, 2011).

Together, the evaluation systems described above have all of the critical components of aligned professional development and evaluation; however, no individual system yet fully aligns all components of an HCMS. In addition, each state or district implemented its aligned HCMS components at a different pace and mandated varied levels of uniformity across the system. Implementing a new evaluation system presents many state- and district-specific political and technical problems, which contributes to the variety of ways in which states or districts implement aligned evaluation systems. The models described above provide examples of how a district or state can create a comprehensive HCMS by thinking strategically, systematically, and systemically about how best to improve teacher quality. Evaluating teachers, even if combined with professional development, will only go so far to improve teacher quality if districts do not simultaneously attempt to more proactively recruit, more thoughtfully hire, more carefully mentor, and more attractively compensate teachers than before.

Conclusions and Recommendations

A high-quality, aligned system for teacher professional development and evaluation that is meaningful, credible, and trusted by all parties lies at the center of a first-rate teacher-effectiveness policy. An aligned system serves as the basis for the kinds of comprehensive HCMS policies that will make teaching the profession that we want it to be—a thriving and dynamic field that attracts only the most capable, caring, committed individuals who are continually energized to help all children reach their potential. This brief described what an aligned system looks like, why it is important, and how it can, and does in various places around the country, drive further connections across an HCMS.

The recommendations below will help districts align their evaluation and professional development systems to drive effective HCMS reform.

Identify a team to lead the initiative. Embarking on comprehensive HCMS reform is not a task for the faint-hearted. It requires long-term coordination among a number of moving parts, each of which involves many facets. A motivated group of leaders representing a diversity of positions within the district should collaborate on this work. The leadership team should include teachers, principals, and district staff in each HCMS area that districts intend to connect (e.g., human resource directors, data managers, financial planners). The group should meet regularly and also facilitate informal communication to encourage cross-office collaboration and system-level thinking. Early on, district leaders should establish rules for maintaining collaborative approaches to decisionmaking and for conducting HCMS alignment efficiently.

Reflect on the alignment between evaluation and professional development systems to determine ways to improve it. Figure 4 (see page 17) should spark dialogue about the alignment between evaluation and professional development. District leaders should set aside time as a team to complete this assessment. First, district teams should reflect on who provides evaluations and professional development, when and how these take place, and who oversees relevant policies. Having reflected on the status quo, teams should then identify ways to improve the alignment between these policies. Districts should conduct this assessment during one of the first team meetings and revisit it at least annually. Additional issues to consider during this discussion include:

- Which level in Figure 3 (see page 5) best describes your district?
- Are the five critical components for aligned professional development and evaluation in place?
- How can your district create or modify training for teachers and evaluators to strengthen alignment between evaluation and professional development?

- When will you modify the design of your evaluation and professional development systems, and what human and other resources need to be in place to ensure that the modifications lead to strengthened alignment?

Consider the extent to which the evaluation and professional development systems drive further alignment across the HCMS. After reflecting on the alignment between evaluation and professional development, and how districts might strengthen it, district teams should reflect on how these policies also align with the other HCMS components. First, district teams should brainstorm all of the

existing areas of alignment between evaluation and professional development and other HCMS components. Then, referring to the suggestions outlined on pp. 9–10, district teams can identify areas where the district ought to create new links across the components in its HCMS. Figure 5 (see page 19) provides a tool for districts to use to spark this brainstorming and document the ideas that emerge from the conversation. District teams should print out two copies of Figure 5, using one to document the connections that currently exist across the HCMS and the other to document goals for strengthened alignment.

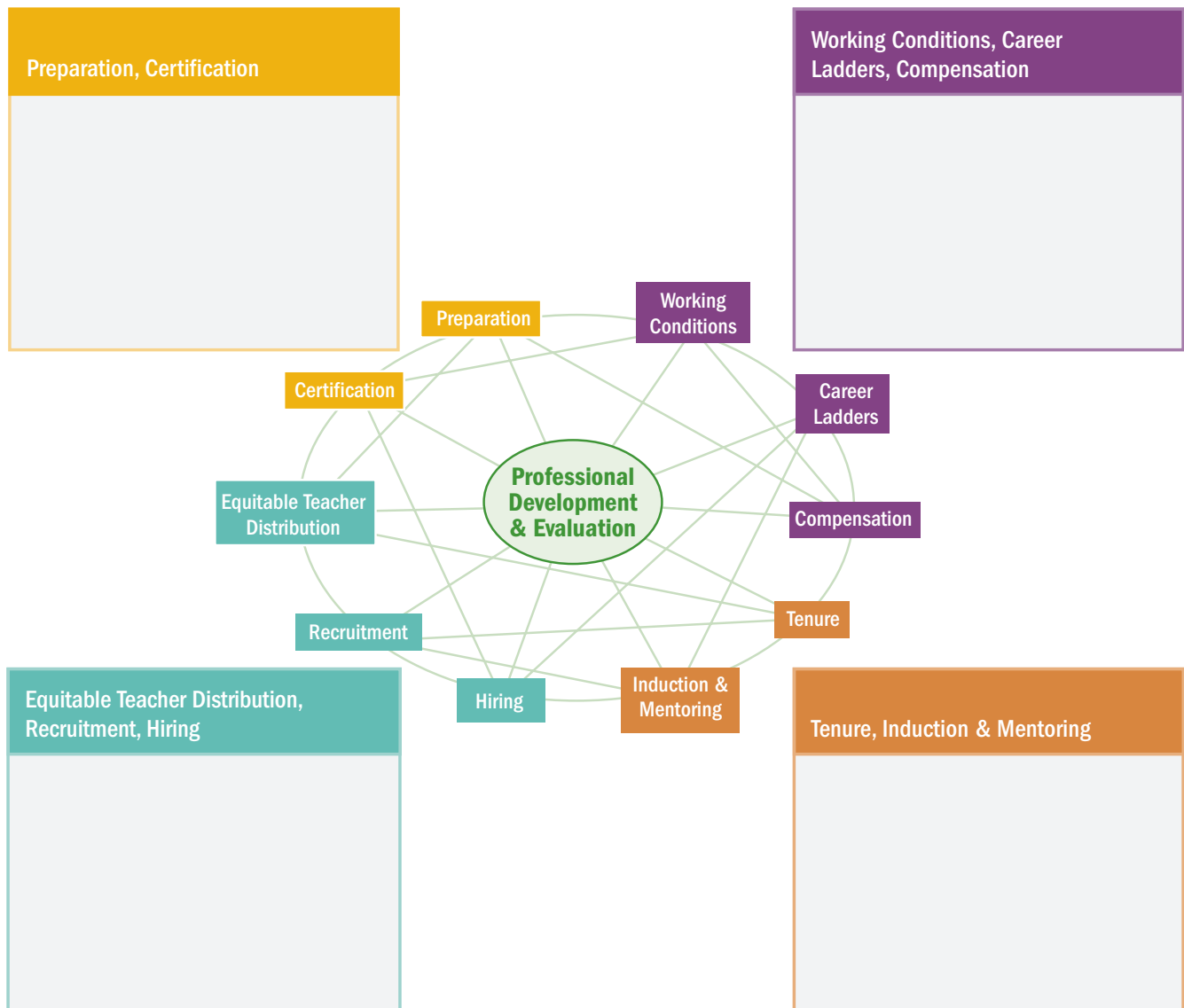
Figure 4. District Assessment of Alignment Between Evaluation and Professional Development

Evaluation	Professional Development	Areas for Strengthened Alignment
Who conducts teacher evaluations?	Who determines teacher professional development?	a. b. c.
When do evaluations take place?	When is professional development decided?	a. b. c.
How are evaluation results reported?	Are/how are professional development plans reported?	a. b. c.
Who oversees teacher evaluation policy?	Who oversees professional development policy?	a. b. c.

Additional ideas for Strengthened Alignment between Evaluation and Professional Development

a.
b.
c.
d.
e.

Figure 5. District Reflection on Alignment Between Professional Development and Evaluation and Other Human Capital Management System Components



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