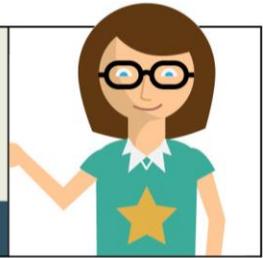


EVALUATION, ACCOUNTABILITY, AND PROFESSIONAL DEVELOPMENT IN AN OPPORTUNITY CULTURE

A PRACTICAL GUIDE

STEP 5: DEVELOPMENT, CAREER PATHS, & TALENT MANAGEMENT



The primary point of evaluation in an Opportunity Culture is to increase the prevalence and impact of great teaching. Educator development, career opportunities, and increasingly strong colleagues for educators are the most critical uses of evaluation—ongoing Little e and annual Big E.

Each of these topics—professional development and learning, career paths, and talent management—are worthy of their own guides. In this step, we briefly touch on each, beginning with action steps for professional development.

EVALUATION REDESIGN ACTION STEPS: PROFESSIONAL DEVELOPMENT AND LEARNING

- Review your district’s Opportunity Culture career paths
- Plan for advance and ongoing training for those in new OC roles. For each role:
 - what training will happen in advance,
 - in ongoing training,
 - through independent reading and online modules,
 - and on the job?
- Determine what training and development those who are developing others on the job need:
 - Multi-classroom leaders?
 - Principals and assistant principals leading teams of teacher-leaders?
- Decide how your district will incorporate *annual* development planning. Use the *Development Planner* as a start.
- Review your *Evaluation Process Plan*. What other supports are needed to ensure good ongoing feedback and development for all educators in your OC schools?
- Decide whether your district will incorporate career-path planning into annual reviews. Use the *Career Path Planner* as a start.

CONSIDERATIONS AND GUIDANCE

A primary use of evaluation outcomes—both during the year and for annual evaluation—is to plan for each teacher’s development and to implement those plans immediately to benefit students.

When implemented schoolwide, Opportunity Culture models make frequent, data-driven, personalized feedback and support commonplace. Grade and subject teams and team leaders have scheduled time together multiple days per week, and they often plan instruction and teach together. Similarly, teams of multi-classroom leaders have frequent time with the principal and/or assistant principal(s) to plan and implement high standards of instructional practice schoolwide.

This high degree of support and development is one of the reasons teachers most commonly give for why they like working in Opportunity Culture models (<https://opportunityculture.org/oc-voices-on-video/>).

Professional Development and Learning includes:

- Crafting teaching roles to use each person’s strengths and improve weak spots on the job
- Working on a team with colleagues who share common goals
- Collaboratively planning instruction, reviewing student progress, and improving

- Providing ongoing feedback about what’s working, or not, and alternative tactics and strategies
- Practicing new teaching strategies by co-teaching with someone who excels at them, practicing with observation, getting immediate feedback, and retrying
- Helping colleagues in one’s own areas of strength
- Providing selective training, reading, and online modules to supplement professional learning on the job
- For multi-classroom leaders, using all of the above tactics for management and leadership—the hard and soft skills of helping other adults improve and excel

- Taking on new roles that are a stretch

See the *Development Planner* to summarize annual development planning.

The fodder for completing this for each educator is the *Educator Improvement Feedback Tool*, used during the year, and the annual evaluation using tools like the *Standard Evaluation Tools Package*.

Step 4, Evaluation Process for New Roles, explains the bulk of development, which happens on the job. The evaluation tools in *Step 3, Evaluation Content for New Roles*, can be used to gather input from the jobholder, teammates, supervisor, principal, and observers.

EVALUATION REDESIGN ACTION STEPS: CAREER PATHS

- Review your district’s Opportunity Culture career paths for teachers
- Develop or review career paths for school leaders, including roles for aspiring principals and executive principals/multi-school leaders (Watch OpportunityCulture.org for future publications on this)
- Create or review paths for paid, aspiring teachers in place of some paraprofessional roles (see more at <https://www.opportunityculture.org/teacher-and-principal-residencies/>)
- Ensure that your evaluation measures, ratings, and weightings align with criteria for advancing and remaining in roles in your career paths
- Ensure that your development planning aligns with your roles and career paths
- Decide whether your district will incorporate career-path planning into annual reviews. Use the Career Path Planner as a start.

CONSIDERATIONS AND GUIDANCE

Districts must align evaluation with career paths and related compensation, to reinforce teaching excellence, on-the-job development, leadership, and reaching more students with excellent teaching.

Most importantly, the criteria for *entering* and *remaining* in advanced roles on the career paths should align with the measures, weightings, sub-scores, and overall rating levels in the evaluation system.

Career Paths and Pay in an Opportunity Culture explains the paths (https://opportunityculture.org/wp-content/uploads/2018/06/Career_Paths_and_Pay_in_an_Opportunity_Culture_A_Practical_Guide-Public_Impact.pdf).

There are several critical links between evaluation and paid career paths:

- Evaluation **measures** must inform districts and principals about teacher qualities that predict success in extended-reach teaching and teacher-leader roles. Including a combination of student outcomes, teacher behavioral competencies, and role responsibilities in evaluations will provide the complete picture needed to determine when and how teachers should advance to best serve their peers and students.
- Evaluation **weightings** of measures must reflect the qualities that should be extended to more students, and to peers through team leadership. If, for example, a system overemphasizes leadership and undervalues student outcomes, teacher-leaders will not have the instructional prowess and wisdom to help other teachers excel. But if student outcomes alone are valued,

then the district will not have the information it needs to determine which teachers are best for leading teams.

- Ideally, districts should track **sub-scores**—ratings on individual measures—not just overall performance ratings. This will allow a more nuanced selection of teachers likely to succeed in different roles, better self-selection by teachers into roles, and development of a talent database—so teachers across a district can be pre-identified and nurtured for roles that fit their strengths.
- **Rating levels** must align with criteria for entry into those roles. For example, if an evaluation rating system identifies only the top 10 percent of teachers, and everyone else looks the same in ratings, it will be nearly impossible to fill all extended-reach roles with the best candidates. Ideal systems may include identification of the top stars, but they will also include categories identifying teachers in the top 20 to 30 percent

and even top 40 percent, and ideally on sub-scores as well as overall.

The next two tables show role details and an example of career paths for teachers in an Opportunity Culture. Each level has entry and retention requirements. The teacher evaluation system needs to identify teachers likely to succeed at each level, with ultimate success defined by the impact on teaching peers' success and student success.

Use the *Career Path Planner* for a basic tool to help teachers and leaders plan their paths. Districts can adapt and add detail to fit their career paths.

As discussed in the talent management section, districts should keep a database of selection criteria for future analysis and adapt role entry and retention criteria to fit what works best for teachers and students.

Opportunity Culture Teaching Role Summaries and Levels

Role Summary	Example Levels and Qualifications
<p>Multi-Classroom Leader (MCL)</p> <ul style="list-style-type: none"> Leads small teaching team while continuing to teach, typically part of the time. Ultimately responsible for organizing the roles, steps and elements of the team's curriculum, lessons, teaching, data analysis, and improvement; coaches and develops team. For MCL I, may teach more of the time (e.g., keeping own class or spending more time teaching small groups in the grade or subject) if the team is smaller; for MCL II, may teacher more of the team if a master team reach teacher helps with leadership duties. Earns a pay supplement. 	<p>MCL II—Leads team of 6–8 teachers.</p> <ul style="list-style-type: none"> Track record of leadership and high-growth student learning, ideally as an MCL I or similar, accountable instructional team leader <p>MCL I—Leads team of 2–5 teachers.</p> <ul style="list-style-type: none"> Track record of leadership and high-growth student learning.
<p>Team Reach Teacher</p> <ul style="list-style-type: none"> Teaches on a team led by a multi-classroom leader, collaborating with colleagues. Extends reach to more students directly ("team reach"), usually on a rotating schedule with paraprofessional help for part of the day. May use limited-quantity, age-appropriate blended learning and/or, in elementary schools, specialize by subject(s). May have a more specific title, such as: expanded-impact teacher, blended-learning teacher, or elementary subject specialist. Note: Some districts use these titles only for master team reach teachers. May have two levels (e.g., TRT I and II; MTRT I and II), based on continued performance and commitment to team role. Earns a pay supplement funded by reach. 	<p>Master Team Reach Teacher (MTRT)</p> <ul style="list-style-type: none"> In addition to team reach teacher duties, does one or both of the following: <ul style="list-style-type: none"> Assists MCL II with leadership of large team; Reaches far more students than other teachers (more class periods in secondary school; more students in elementary). Track record of high-growth student learning. May have two levels (MTRT I and II). <p>Team Reach Teacher (TRT)</p> <ul style="list-style-type: none"> New teachers and experienced teachers with track record of "effective" rating, at least. May have two levels (TRT I and TRT II).
<p>Team Teacher (TT)</p> <ul style="list-style-type: none"> Teaches on a team led by a multi-classroom leader, collaborating with colleagues 	<p>Team Teacher (one level only)</p> <ul style="list-style-type: none"> New teachers and experienced teachers with track record of "effective" rating, at least. Does not extend reach or earn a pay supplement.

Opportunity Culture Teacher Career Path Example

Level	Minimum Experience	Qualifications (Q) & Performance (P)	Pay Supplement*
Multi-Classroom Leader II (MCL II) <ul style="list-style-type: none"> Leads teaching team of 6–8 teachers while continuing to teach, typically part of the time. Ultimately responsible for organizing the roles, steps and elements of the team's curriculum, lessons, teaching, data analysis, and improvement; coaches and develops team. May have one or two MTRTs to assist with leadership and direct reach. <i>Funded by reallocation of instructional support staff and/or by team efficiency/reach.</i> 	2-3 years as MCL I	Q: Excellent rating/high growth in 2 of 3 years as MCL I. Leadership competencies demonstrated P: Maintains excellent rating/high growth in 2 of 3 years as MCL	30–50%
Multi-Classroom Leader I (MCL I) <ul style="list-style-type: none"> Leads teaching team of 2–5 teachers while teaching, typically part of the time. Ultimately responsible for organizing the roles, steps and elements of the team's curriculum, lessons, teaching, data analysis, and improvement; coaches and develops team. <i>Funded by reallocation of instructional support staff and/or by team efficiency/reach.</i> 	3 years as teacher, team teacher, or team reach teacher	Q: Excellent rating/high growth in 2 of 3 years as teacher, team teacher or team reach teacher. Leadership competencies demonstrated P: Maintains excellent rating/high growth in 2 of 3 years as MCL	20–30%
Master Team Reach Teacher I and II (MTRT I and II) <ul style="list-style-type: none"> Extends reach to more students directly on an MCL-led team. In addition to team reach teacher duties, does one or both of the following: <ul style="list-style-type: none"> Assists MCL II with leadership of large team (such as by helping coach other teachers); Reaches far more students than other teachers (more class periods in secondary school; more students in elementary). Uses highly advanced instructional skills, such as advanced planning and student data analysis, and/or extra differentiation. <i>Funded by team or individual efficiency/reach.</i> 	MTRT II: 3 years as an MTRT I MTRT I: 3 years as teacher, team teacher, or team reach teacher	Q MTRT II: Excellent rating/high growth in 2 of 3 prior years as an MTRT I Q MTRT I: Excellent rating/high growth in 2 of 3 prior years P: MTRT I and II: Maintains excellent rating/high growth in 2 of 3 years in MTRT role	8–15%
Team Reach Teacher I and II (TRT I and II) <ul style="list-style-type: none"> As part of an MCL-led team, extends reach to more students directly, usually on a rotating schedule with paraprofessional help for part of the day. Uses basic to advanced instructional skills. May use limited-quantity, age-appropriate blended learning and/or, in elementary schools, specialize by subject(s). <i>Funded by team or individual efficiency/reach.</i> 	TRT II: 3 years as team reach teacher TRT I: None required	Q TRT II: Proficient/Effective rating or above in 2 of 3 years as TRT I Q TRT I: Certification, or in-progress P: Maintains Proficient/Effective rating or above	2–5%
Team Teacher (TT) <ul style="list-style-type: none"> Teaches on a team led by a multi-classroom leader, collaborating with colleagues. 	None required	Q: Certification, or in-progress P: Maintains Proficient/Effective or above	None
<small>*Pay supplement figures are examples only and are expressed as a percent of average pay in a district. **Some team-reach teachers have specific titles: blended-learning teacher; expanded-impact teacher; or elementary specialist; also, secondary school team-reach teachers may be paid based on the number of periods in which each extends reach.</small>			

EVALUATION REDESIGN ACTION STEPS: TALENT MANAGEMENT

- Establish a district-wide talent database, including: the talents of educators working in your district, job openings and the talent requirements for them, and recruitment needs to fill gaps. Include both selection ratings (where available) and evaluation sub-scores. Ideally, use selection that is aligned with your evaluation system.
- Work with principals to actively encourage internal candidates to apply for open positions that would advance their careers without leaving teaching
- Target hiring toward remaining open positions; become very selective in external hiring

- Highlight the on-the-job development and career opportunities in your district in teacher recruitment; use the Opportunity Culture **Selection** and **Recruitment** toolkits
- Pre-identify teachers with leadership competencies. Encourage the better teachers among them to advance into multi-classroom leader roles.
- Develop career paths for school leaders that keep them responsible for students, through multi-school leadership
- Create paid teacher residencies for aspiring teachers in place of some paraprofessional roles, and for aspiring principals (see <https://www.opportunityculture.org/teacher-and-principal-residencies/>)
- Correlate all selection and evaluation data with later performance, and continue improving

CONSIDERATIONS AND GUIDANCE

Districts adopting widespread use of Opportunity Culture school models and roles are positioned to attract, develop, keep, and place talented individuals into roles where they can do the most good. Many teachers and schoolwide leaders ready for advanced roles will be identified and developed on the job.

Savvy districts capture evaluation data for talent planning purposes: to meet the district’s talent needs, to serve many more students well, and to create a culture of excellence and opportunity for educators district-wide.

By keeping track of evaluation sub-scores—ratings on each measure used—identifying which sub-scores predict success in differing roles and paths, and helping teachers and leaders find the right roles and paths, districts can:

- Offer advancement opportunities to great-fit internal candidates district-wide
- Keep the best teachers teaching and the best leaders accountable for schools (rather than siphoning great teachers and leaders into administrative jobs in order to advance)
- Target hiring toward remaining teacher and leader position gaps, making external hiring very selective
- Attract strong, external hires who will make lateral moves because they have hope of advancing
- Attract strong entry-level teachers eager for on-the-job development by empowered teacher-leaders

- Greatly enhance the quality and quantity of school leaders by pre-identifying potential school-wide leaders based on teacher competency assessments, and offering them leadership roles as multi-classroom leaders much earlier in their careers
- Train paid aspiring teachers on the job, led by multi-classroom leaders, and train paid aspiring principals in principal training roles managed by multi-school leaders—creating an irresistible magnet for talent.

We expect that early-mover Opportunity Culture districts will reap enormous advantages well beyond Opportunity Culture roles’ impact—if they quickly move toward using Opportunity Culture evaluation and development as the basis for a greatly enhanced talent management system.

This kind of approach has the potential to put great teachers in charge of every classroom and great principals in charge of every school.

Resource

Giving Teachers the Feedback and Support They Deserve: Five Essential Practices

Education First, June 2015

This report reviews efforts of five leading districts to improve the quality of feedback their teachers receive. It identifies five essential practices that district leaders can implement to ensure that teachers receive effective feedback and support from their evaluation systems.