



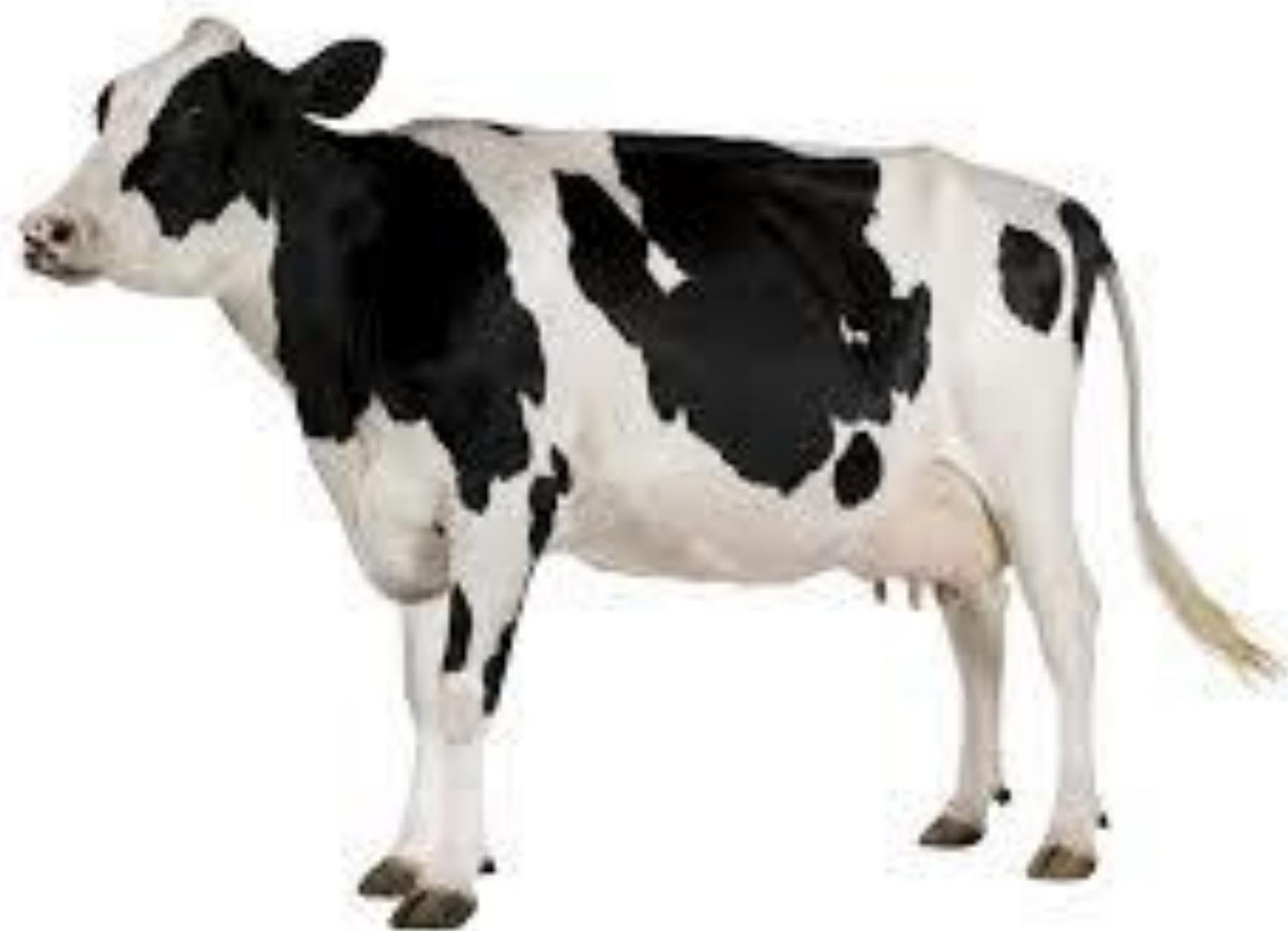
Can You Ensure the Effectiveness of a Decentralized Educator Evaluation System?

Southern Regional Education Board Meeting
2017 Annual Meeting
66th Annual Legislative Work Conference
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Andy Baxter
Vice President for Educator Effectiveness



“¡El gringo
se come
los testículos
de cerdo!”





Four Facts That Started It All

- Teachers have most impact on students.
- This includes all students.
- Teachers vary widely in impact on students, even within the same school.
- Almost no part of the systems that govern teaching operate in light of this: from professional development, to assigning students to teachers, to hiring, retaining and firing.

Equity Concerns

Achievement
Gaps

School Report
Cards

!@#\$%

Last In;
First Out

Accountability Concerns

Professional
Development
\$

!@#\$%

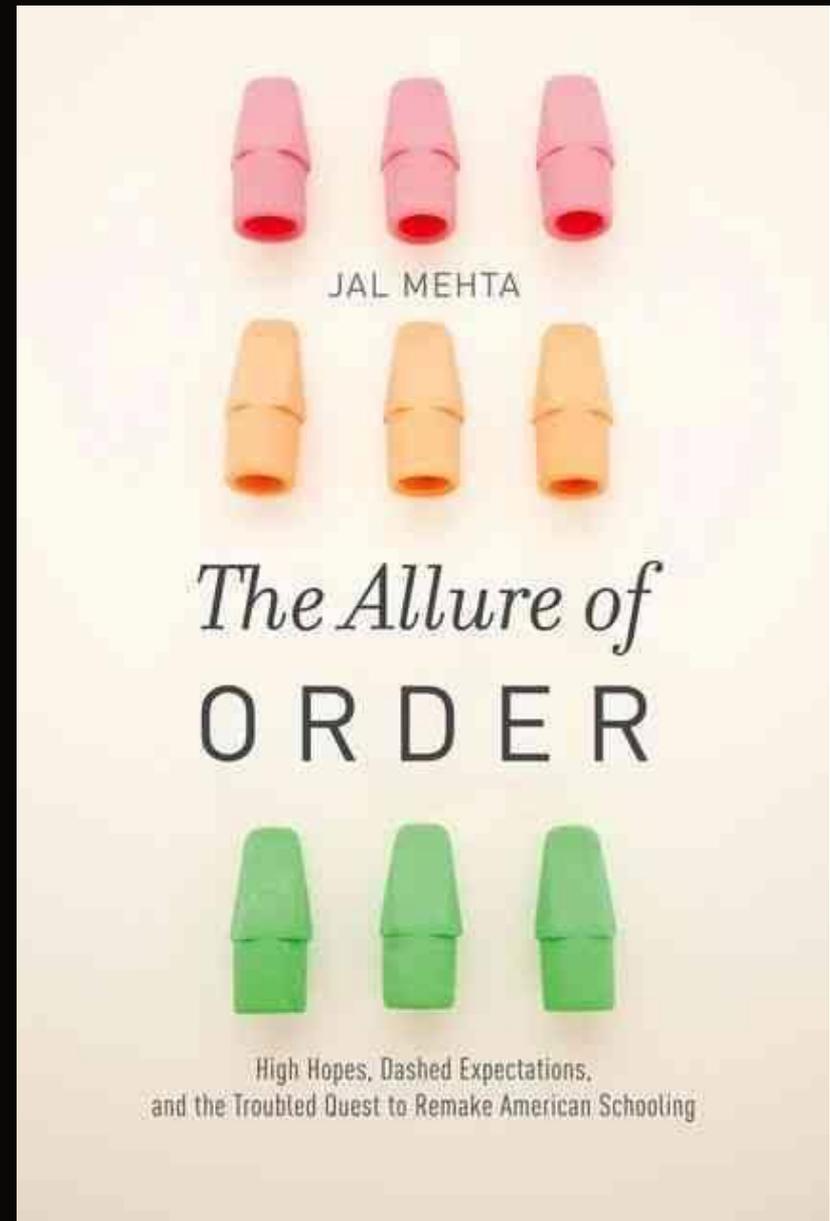
Tenure

Compensation

Seeing Like a State

“A way of making an exceptionally messy reality into a set of legible categories that can be externally measured and potentially manipulated.”

(p. 254)

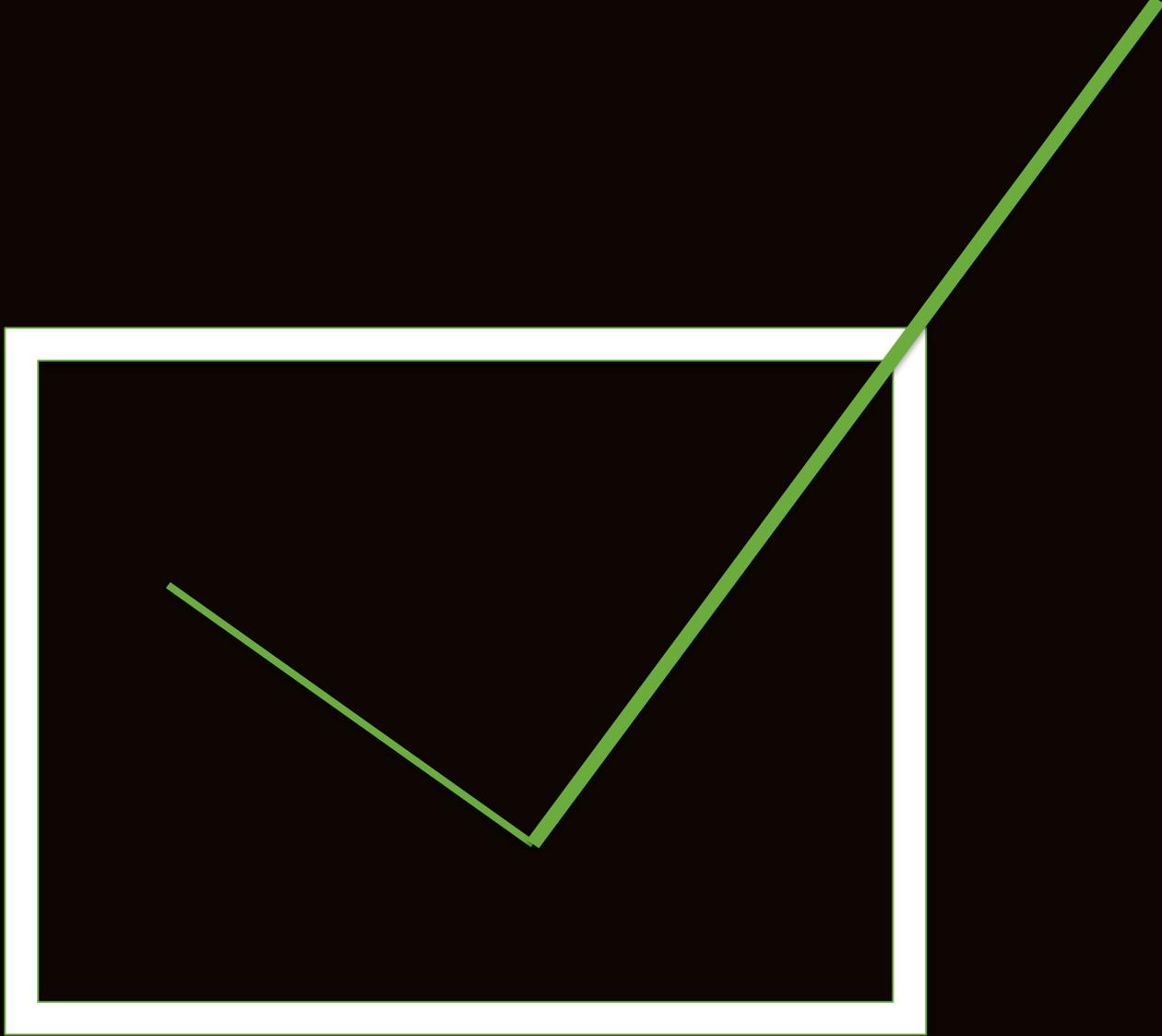






**Through
Here!!!**





It is all local control.

How do you lead people
beyond compliance?

Three Possible Lessons

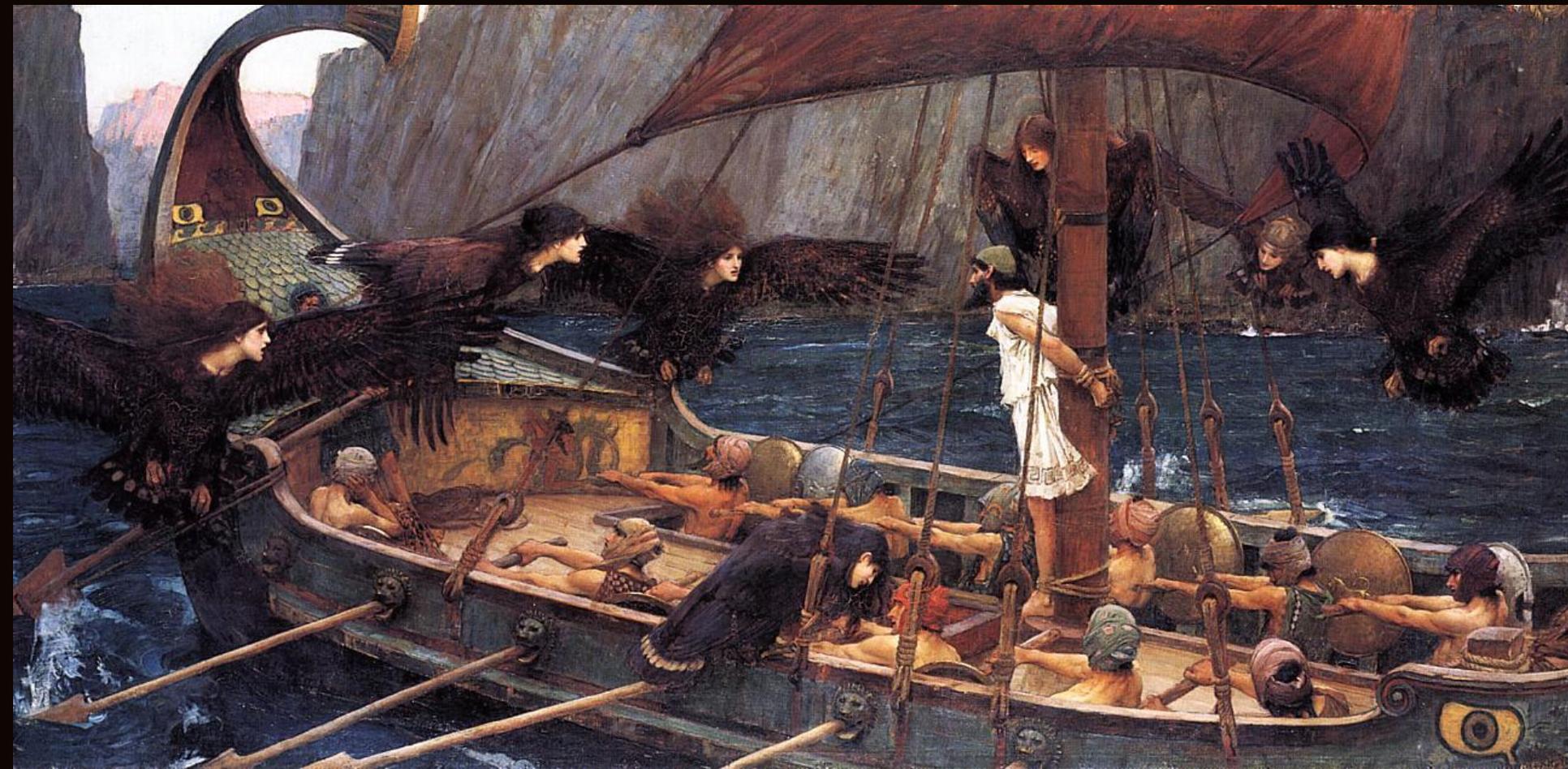
1. Communicated better.
2. Left it to **states**, districts, schools.
3. Done nothing.

We asked people to do new things that:

1. They didn't know **how** to do.

2. They didn't **want** to do.

3. Were a **hassle** to do.

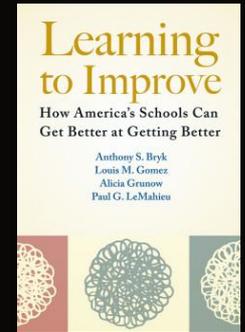


So what do we do **now**?

In short term on teacher evaluation:

1. Double-down on training on **instruction**.
2. Find more ways for **peers** to observe.
3. **Shorter**, more frequent observations.
4. Track **student progress** through interim assessments.
5. Calculate **value-added** at grade- or school-levels.
6. Focus on reducing the **hassle** of the process.

And in the long term...



You can't articulate every problem as the absence of your favorite solution.

[paraphrase of Tony Bryk, Learning to Improve (p. 175)]