

## **Policy Statement**

*Passed by House of Representatives on November 17<sup>th</sup>, 2010*

### **Supporting Better Teaching and Learning:**

Creating a System to Improve Teacher Evaluation, Teacher Effectiveness, and Student Learning

A quality teacher effectiveness plan supports improved teaching so that students will learn as much as possible. Improving instruction will require changing our current Stull Evaluation process and making systemic reforms to support teachers throughout their careers. We need to transform the current system, but we also need to take care to ensure that we do not replace it with an even less effective system. We need a plan that is founded upon our best knowledge of how adults and children learn and grow.

An Improved Teacher Effectiveness System must:

1. Focus on improving teaching and learning as its primary goal.
2. Systematically encourage collaboration among teachers.
3. Involve teachers in the development, implementation, and oversight of the system, in order to ensure that the system reflects the realities of classroom learning.
4. Embed teacher evaluation in a broader reform agenda that addresses the needs of teachers throughout their careers (such as enriched teacher preparation and induction for beginning teachers, a strengthened PAR program for struggling teachers, and differentiated career paths for teacher-leaders), as well as the many factors outside of teachers' control that impact teaching and learning (e.g., school resources and poverty).
5. Provide for mutual accountability by giving teachers a meaningful role in evaluating principals and other support providers charged with helping teachers improve instruction.
6. Differentiate between Evaluation for Basic Competency and Evaluation for Better Teaching and Learning and base both on agreed upon standards of practice.
  - a. Evaluation for Basic Competency must be transparent, fair, free of personal bias and, when needed, should lead into a PAR program that either helps teachers improve or helps those unwilling or unable to meet basic competency to leave the profession.
  - b. Evaluation for Better Teaching and Learning must be built on trust, promote collaboration, and provide individualized options for professional growth such as peer evaluation, portfolio evaluation, and videotaped self-reflection.
7. Use data fairly and wisely. Standardized tests are not designed for the purpose of evaluating individual teachers, the value-added measures derived from them are unreliable, and an over-reliance on them leads to serious and harmful unintended consequences such as narrowing of the curriculum, teaching to the test, and diminished professional collaboration. Therefore, standardized test scores should play no part in high stakes decisions such as dismissal or entry into PAR. Teachers will use multiple forms of data when setting goals to improve teaching and learning.
8. Be integrated with a system-wide program of continuous professional growth for all teachers – new teachers as well as veterans, struggling teachers as well as experts.
9. Provide high-quality training for teachers, administrators, and the community in order to ensure common understanding of the evaluation goals, metrics, and processes.
10. Be developed and implemented with a realistic timeline that will allow for true collaboration, quality training, and focused attention to all the important details, subject to a joint UTLA/AALA/LAUSD oversight body.