

**High-stakes
efforts require
guidance.
Get it here.**

Getting It Right

**A Comprehensive Guide to
Developing and Sustaining Teacher
Evaluation and Support Systems**

A publication of the National Board for Professional Teaching Standards

Get the guide. Get solutions.

NBPTS is pleased to present *Getting It Right*, a much-needed resource for states and school districts that are currently developing or reviewing their teacher evaluation and support systems.

Getting It Right provides recommendations, a framework and best-practice information on the establishment of substantive teacher evaluation systems that foster teaching excellence and student learning.

Don't enter the high-stakes arena of teacher evaluation without first reading *Getting It Right*.

The Guide.

Getting It Right is organized in four stages:

(1) developing the system; (2) implementing and managing it; (3) conducting evaluations; and (4) supporting teachers.

Getting It Right addresses who needs to be involved in the system's development, what to measure, how to measure it, how achievement tests can be used and how to ensure consistency and fairness. Further, it addresses implementing the system, conducting the evaluation and feedback, managing consequences, aligning development and support and specifying the benefits for students, teachers and schools.

These are high-stakes efforts that must be carefully planned, involve teachers, be built around clear and achievable goals and include plans to support teachers at all levels of the teaching profession.

As the education field looks at new ways to evaluate teachers, *Getting It Right* will help ensure that we are all speaking the same language. Just as the need to strengthen schools and student performance is both critical and urgent, so is developing effective teacher evaluation and support systems.

Please see the full report at <http://www.nbpts.org/gettingitright>

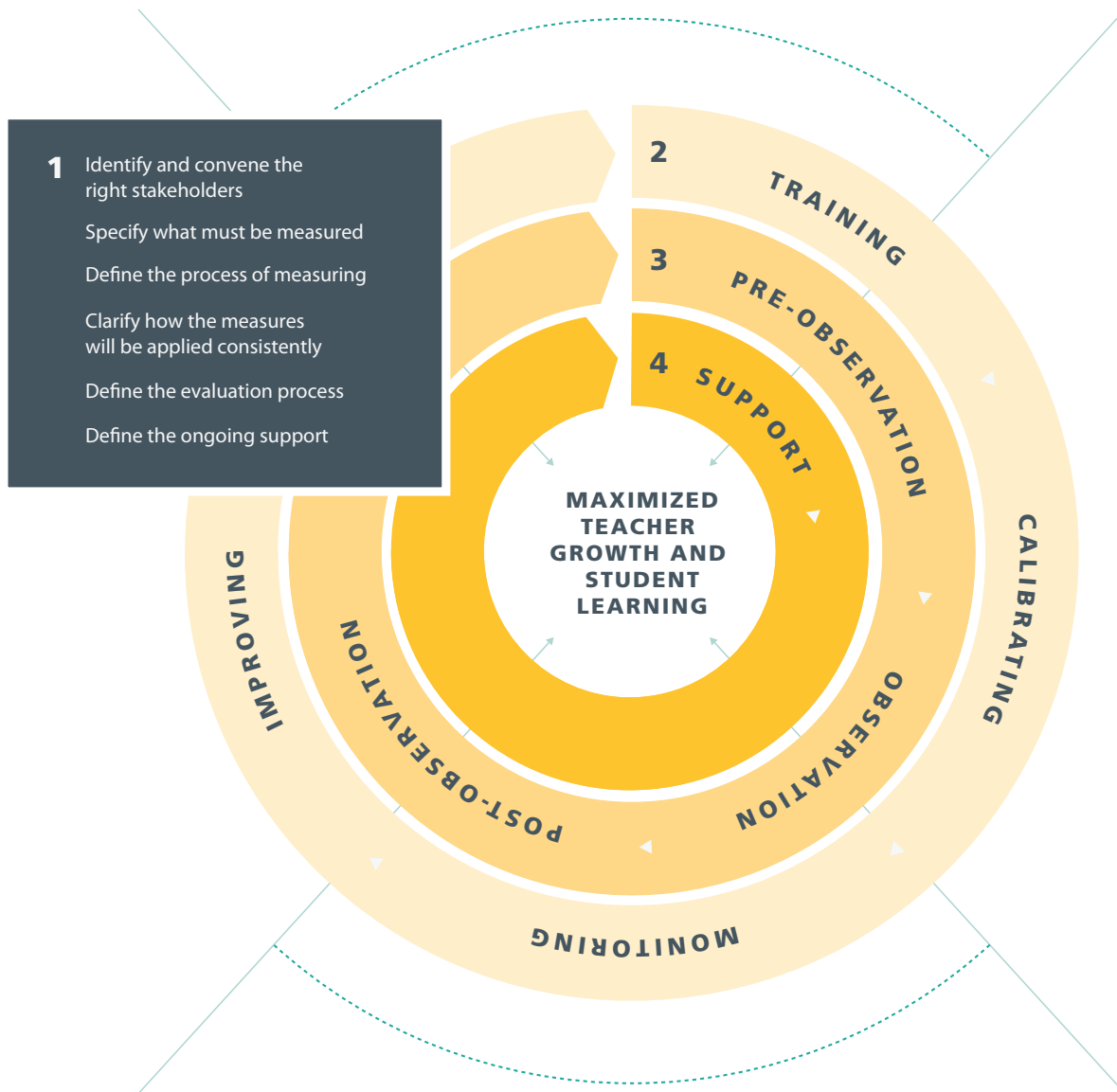
“It is critical that teachers embrace and trust a new teacher evaluation system, secure in the knowledge that classroom teachers have been full partners in its design and that it truly has the potential to transform practice and dramatically increase student achievement.”

- Linda Darling-Hammond

Charles E. Ducommun Professor of Education at Stanford University

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A comprehensive guide to developing and sustaining teacher evaluation and support systems



Stages

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|---|---|
| 1 | Developing The Evaluation & Support System |
| 2 | Implementing & Managing The Evaluation & Support System |
| 3 | Conducting Collaborative Evaluations |
| 4 | Supporting Teachers |

Outcomes

- Higher student performance
- Enhanced teacher practice
- Sustainable school growth
- Increased teacher retention
- Increased student engagement
- Collaborative learning communities
- Improved return on investment of professional development dollars
- Strengthened human capital in high-need schools



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