

Steps Common to Any School District Adopting Teacher Standards

1. Choose components and elements

District evaluation teams study the **FfT** and decide which components to incorporate into the evaluation plan the first year. Components will be added each year until the district is eventually evaluating using all of them.

- Districts should choose a minimum number of components (four to eight) to implement the first year and which align with teaching improvement needs in their district.
- Elements further describe each of the components. Districts decide if they will evaluate using the components or dig deeper and evaluate at the element level, also.
- Charlotte Danielson has selected eight components that are observable and districts may wish to begin the adoption with the Observable Eight. See **Observable Eight Components** and **Complete Framework**.
- Conduct a **crosswalk** of the current evaluation system and the FfT.

2. Access Evaluation Schedules with proposed timeline, activities, communication procedures and links to **forms**. Districts determine if they will evaluate teachers using more than one track.

- **Novice**
- **Experienced**
- Plan of Assistance

3. Determine the level of performance necessary for teachers to be employed.

4. Educate staff about the components and elements to be used for evaluation. Have conversations about good teaching practice to develop a common language of the rubrics. The success of implementing the FfT lies in the understanding of the rubrics.

5. Evaluators learn to collect and calibrate the evidence.

Implement the District Evaluation System utilizing the resources and the **Sample Format - Summative Evaluation for Professional Staff**.

There are several computer applications available to purchase that would make this process more efficient.