

# Aligning Teacher Evaluation/Appraisal and Curriculum

*This resource describes different options for addressing the potential tension that could arise between a required evaluation/appraisal tool and the content-specific and/or curriculum-specific walkthrough tool you have adopted or constructed. In Texas, districts/charter networks are able to use the commissioner’s recommended teacher evaluation/appraisal system, the Texas Teacher Evaluation and Support System (T-TESS) or use a local appraisal system. No matter which system is used, there must be careful planning around how to best align the evaluation/appraisal with adopted curriculum.*

## Guiding Questions

Before digging into the possible options below, consider the following:

1. What role does your evaluation/appraisal tool currently play in your school/district/charter network?
2. What kinds of restraints\* do you have on making adjustments to the current evaluation/appraisal tool or system?

\*Review the [Teacher Incentive Allotment \(TIA\) Guidebook](#) and/or review the [TIA](#) webpage for information about how to measure teacher performance data in alignment with requirements.

Options	Considerations
<p>Option 1: Use your evaluation/appraisal tool only for evaluation/appraisal and use the content-specific walkthrough tool for coaching purposes.</p>	<ul style="list-style-type: none"><li>● If you’re in a context where you have a required and significant framework that is tied to high-stakes decisions (e.g., compensation), this option is likely not for you because teachers could perceive the use of multiple tools as unfair.</li><li>● This option requires the fewest adjustments but does require thoughtful and thorough training and communication.</li><li>● School leaders and coaches need training on how to use both tools effectively and how to communicate the relationship (or non-relationship) between them.</li><li>● Communication is key so that school leaders and coaches understand what tool to use for what purpose.</li><li>● Teachers need to know clearly how they will be evaluated/appraised, how they will be coached, and why the approach is different.</li></ul>

	<ul style="list-style-type: none"> <li>● Consider having the content-specific walkthrough tool only include “yes/no” rather than a scale to underscore that the content-specific walkthrough tool is not the evaluation/appraisal tool.</li> </ul>
<p>Option 2: Combine your evaluation/appraisal tool with your content-specific walkthrough tool.</p>	<ul style="list-style-type: none"> <li>● This option allows you to keep your current evaluation/appraisal tool while ensuring that teachers are still receiving content-specific feedback that aligns with your vision of instruction/instructional framework and the curriculum you are using.</li> <li>● This could be a good option if school leaders and teachers are deeply familiar with your current evaluation/appraisal tool.</li> <li>● This option could potentially be confusing for teachers and leaders because it’s doubling the set of shared vocabulary for how you talk about teaching.</li> <li>● This is a time-intensive undertaking, so if choosing this option, plan accordingly.</li> </ul>
<p>Option 3: Narrow your focus in your evaluation/appraisal tool and combine that specific focus area with your content-specific walkthrough tool.</p>	<ul style="list-style-type: none"> <li>● This option might be an easier transition if time is a factor.</li> <li>● The manageability of narrowing your coaching and evaluation/appraisal focus might be appealing.</li> <li>● Narrowing your focus could potentially limit your ability to differentiate support for stronger teachers.</li> </ul>