Aligning Evaluation and Curriculum

This resource describes different options for addressing the potential tension that could arise between a required evaluation tool and the content-specific and/or curriculum-specific walkthrough tool you have adopted or constructed through your vision-setting process. In California, evaluation constructs are set locally through the collective bargaining agreement, which may require additional steps to be completed for alignment.

Guiding Questions
Before digging into the possible options below, consider the following:
1. What role does your evaluation tool currently play in your school/system?
2. What kinds of restraints do you have on making adjustments to the current evaluation tool or system?

Options	Considerations
Option 1: Use your evaluation tool only for evaluation, and use the content-specific walkthrough tool for coaching purposes.	• 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. • This option requires the fewest adjustments but does require thoughtful and thorough training and communication. • School leaders and coaches need training on how to use both tools effectively and how to communicate the relationship (or non-relationship) between them. • Communication is key so that school leaders and coaches understand what tool to use for what purpose. • Teachers need to know very clearly how they will be evaluated and how they will be coached and why the approach is different. • 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 tool.
Option 2: Combine your evaluation tool with your content-specific	• This option allows you to keep your current evaluation tool while ensuring that teachers are still receiving content-specific feedback that aligns with your vision and the curriculum you are using. • This could be a good option if school leaders and

walkthrough tool.	teachers are deeply familiar with your current evaluation tool.
	● 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.
	● This is a time-intensive undertaking, so if choosing this option, plan accordingly.
Option 3: Narrow your focus in your evaluation tool, and combine that specific focus area with your content-specific walkthrough tool.	● This option might be an easier transition if time is a factor. ● The manageability of narrowing your coaching and evaluation focus might be appealing. ● Narrowing your focus could potentially limit your ability to differentiate support for stronger teachers.