

New Evaluation Process

The process is changing for ALL of us

- New superintendent evaluation process
- New administrator evaluation process
- New teacher (educator) evaluation process

We are ALL in this together

“The most powerful way of thinking about a teacher’s role is for teachers to see themselves as *evaluators* of their effects on students”

In this new process,
the educator is much more
involved

The educator conducts a **self-assessment**

The educator proposes **SMARTgoals**

The educator collects and presents
evidence to support the **rubrics**

Evaluation is no longer a process
in which something is
“done to you”

It is a process that you are engaged in

It is a process in which the educator
and the evaluator work together

The purpose?

GROWTH

The result?

**Improved student
performance**

What does the **process** look like?

The 5 step “cycle”

1. Self-assessment
2. Development of SMARTgoals
 - At least one Student Performance goal
 - At least one Professional Practice goal
3. Development of a plan
4. Mid-cycle formative assessment
5. End-of-cycle summative assessment
 - Assessed on:
 - achievement of SMARTGoals and
 - performance on standards

What is a **CYCLE** ?

For All Non-professional status teachers

One Year Cycle

—————→
Evaluator walkthroughs taking place throughout the year

1. Self-assessment
2. Develop SMARTGoals
3. Develop a plan

4. Mid-year
formative
assessment

5. End-of-year
summative
assessment
(evaluation)

↓
Becomes part of
personnel file

For All Professional Status Teachers *with Overall Rating Prof or Exemplary*

2 Year Cycle

Year 1  Year 2 

Evaluator walkthroughs taking place

Evaluator walkthroughs taking place

1. Self-assessment
2. SMARTGoal setting
3. Plan development

4. Mid-cycle Formative assessment

5. End-of-cycle Summative assessment (evaluation)

Becomes part of personnel file

What does “self-assessment” mean?

- At the start of each cycle, the educator reflects upon their performance and identifies where growth is needed.
 - Reflect upon past performance on the standards
 - Look at student performance (use student data)
 - Determine what you will “focus” on during this cycle
 - Where is growth needed ?
 - Write your SMARTgoals for the cycle

What is a SMARTgoal?

- **S**- Specific and Strategic
- **M**- Measurable
- **A**- Attainable and Action Oriented
- **R**- Rigorous, Realistic and Result Focused
- **T**- Timed and Tracked

Example of a Student Learning SMARTgoal

By June 2013, all grade 4 students will improve by 1 point in answering open response math questions as measured by the district's grade 4 open response rubric. Progress will be monitored using weekly assignments and monthly reviews.

How many SMARTgoals do I need each cycle?

- *At least one Professional Practice SMARTgoal*
- *At least one Student Learning SMARTgoal*

These can be group goals (dept., grade level, etc) or individual goals

- All educators will participate in professional development on writing SMARTgoals during the September and October half days
- Everyone will get support writing their SMARTgoals
- By November 1st, everyone will have their SMARTgoals written

What are the **Standards**?

The new evaluation tool has **4 standards**

Standard 1	Standard 2	Standard 3	Standard 4
Curriculum, Planning and Assessment	Teaching All Students	Family and Community Engagement	Professional Culture

What standards will educators be assessed on?

The new evaluation system has 4 standards

Standard 1	Standard 2	Standard 3	Standard 4
Curriculum, Planning and Assessment	Teaching All Students	Family and Community Engagement	Professional Culture
<ol style="list-style-type: none">1. Curriculum and Planning2. Assessment3. Analysis	<ol style="list-style-type: none">1. Instruction2. Learning Environment3. Cultural Proficiency4. Expectations	<ol style="list-style-type: none">1. Engagement2. Collaboration3. Communication	<ol style="list-style-type: none">1. Reflection2. Professional Growth3. Collaboration4. Decision-making5. Share Responsibility6. Professional Responsibilities

How are educators assessed
on those standards?

Standard I: Curriculum, Planning, and Assessment.

Indicator I-B: Assessment

I-B. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
I-B-1. Variety of Assessment Methods	Administers only the assessments required by the school and/or measures only point-in-time student achievement.	May administer some informal and/or formal assessments to measure student learning but rarely measures student progress toward achieving state/local standards.	Designs and administers a variety of informal and formal methods and assessments, including common interim assessments, to measure each student's learning, growth, and progress toward achieving state/local standards.	Uses an integrated, comprehensive system of informal and formal assessments, including common interim assessments, to measure student learning, growth, and progress toward achieving state/local standards. Is able to model this element.

What do they mean by
“evidence”?

Standard I: Curriculum, Planning, and Assessment.

Indicator I-B: Assessment

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Evidence that the evaluator may see when he/she comes into your classroom

- The teacher checking for student understanding during the class (questioning, small dry erase boards, dipsticking, ticket-out-the-door, etc)
- The teacher assessing students in a variety of ways (paper/pencil, projects, presentations, individual assignments, group assignments, etc)
- The teacher discussing with the class how they are progressing toward meeting the objectives/standards
- The teacher meeting with students one-on-one to discuss their progress toward mastery of the objectives/standards
- The teacher changing their lesson plan to address students progress

Evidence that the teacher could give the evaluator

- Curriculum documents that show a variety of kinds of assessments used
- Curriculum documents that show grade-level/departmental common assessment
- Samples of student work that show a variety of kinds of assessments taken
- Data the teacher has collected and analyzed to determine student progress toward mastery of standards

- All educators will participate in professional development on the standards and the rubrics during the September and October half days
- The rubrics will be discussed in detail and examples of evidence will be generated for each of the indicators that will be assessed during the pilot

Each indicator is broken down into “elements”

Standard 1	Standard 2	Standard 3	Standard 4
Curriculum, Planning and Assessment	Teaching All Students	Family and Community Engagement	Professional Culture
<ol style="list-style-type: none"> 1. Curriculum and Planning 4 elements 2. Assessment 2 elements 3. Analysis 3 elements 	<ol style="list-style-type: none"> 1. Instruction 3 elements 2. Learning Environment 3 elements 3. Cultural Proficiency 2 elements 4. Expectations 3 elements 	<ol style="list-style-type: none"> 1. Engagement 1 element 2. Collaboration 2 elements 3. Communication 2 elements 	<ol style="list-style-type: none"> 1. Reflection 2 elements 2. Professional Growth 1 element 3. Collaboration 1 element 3. Decision-making 1 element 5. Share Responsibility 1 element 6. Professional Responsibilities 2 elements

What do the “elements” look like?

Standard 1	Standard 2	Standard 3	Standard 4
Curriculum, Planning and Assessment	Teaching All Students	Family and Community Engagement	Professional Culture
<p>1. Curriculum and Planning</p> <p>Subject Matter Knowledge Child and Adolescent Development Rigorous Standards-based Unit Design Well-structured Lessons</p> <p>2. Assessment</p> <p>Variety of Assessment Methods Adjustment to Practice</p> <p>3. Analysis</p> <p>Analysis and Conclusions Sharing Conclusions with Colleagues Sharing Conclusions with Students</p>			

Specific and Strategic

- *By June 2013, all grade 4 students will improve by 1 point in answering open response math questions as measured by the district's grade 4 open response rubric. Progress will be monitored using weekly assignments and monthly reviews.*

Measurable

- *By June 2013, all grade 4 students will improve by 1 point in answering open response math questions as measured by the district's grade 4 open response rubric. Progress will be monitored using weekly assignments and monthly reviews.*

Attainable

By June 2013, all grade 4 students will improve by 1 point in answering open response math questions as measured by the district's grade 4 open response rubric. Progress will be monitored using weekly assignments and monthly reviews.

Rigorous and Results Orientated

*By June 2013, **all grade 4 students** will **improve by 1 point** in answering open response math questions as measured by the district's grade 4 open response rubric. Progress will be monitored using weekly assignments and monthly reviews.*

Timed and Tracked

By June 2013, all grade 4 students will improve by 1 point in answering open response math questions as measured by the district's grade 4 open response rubric. Progress will be monitored using weekly assignments and monthly reviews.

What “evidence” will be used to assess my performance?

Standard 1

Curriculum, Planning and Assessment

1. Curriculum and Planning

*Subject Matter Knowledge
Child and Adolescent Development
Rigorous Standards-based Unit Design
Well-structured Lessons*

2. Assessment

*Variety of Assessment Methods
Adjustment to Practice*

3. Analysis

*Analysis and Conclusions
Sharing Conclusions with Colleagues
Sharing Conclusions with Students*

Proficient

Develops well-structured lessons with challenging, measurable objectives and appropriate student engagement strategies, pacing, sequence, activities, materials, resources, technologies and grouping

Evidence YOU can provide:

Lesson plans that include:

- *Challenging, measurable objectives for each lesson*
- *Activities for each lesson that engage students*
- *List of materials and resources you will use for each lesson*
- *Identified technology integration*
- *Grouping strategies identified*

Evidence the evaluator can see:

- *Challenging, measurable objectives listed and referred to*
- *Students engaged in their learning*
- *Pacing the lesson to support student understanding*
- *Provisioning of materials*
- *Resources other than “textbook”*
- *Integration of technology*
- *Purposeful student grouping*

We are going to take this **ONE STEP AT A TIME**

- **We will provide professional development (1/2 day in Sept, 1/2 day in Oct with follow-up PD if needed)**
- **We are working with the EBEA on:**
 - **Making this a two year pilot**
 - **Limiting the number of elements you are assessed on during these two pilot years**
 - **Only Non PST will have a summative assessment this year**
- **The EBEA Evaluation Focus Group will continue to meet to assess progress**
- **The administrative team will meet monthly to assess progress**
- **Joint meetings will be held between both groups over the course of the year**
- **We will reevaluate at the end of the pilot and negotiate**

