

# Teacher and Principal Effectiveness in South Dakota

Using Multiple Measures to  
Determine and Differentiate Teacher  
and Principal Performance



**south dakota**  
DEPARTMENT OF EDUCATION  
Learning. Leadership. Service.

# CONTENT OVERVIEW

**ABOUT:** Background, purpose and overview

**PRACTICE :** Evaluating professional practice

**GROWTH:** Evaluating student growth

**SUMMATIVE:** Combining multiple measures

**PILOTS:** Putting recommendations to the test

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THE STAKEHOLDERS: INVESTED IN TEACHING, LEADING AND LEARNING

# Acknowledgements

The 2013-2014 Teacher and Principal Effectiveness Pilot Projects build upon contributions made by state entities, education organizations, school districts, and educators.

- South Dakota Department of Education
- 2010 Teacher Standards Workgroup
- 2011-12 Teacher Standards Pilot Districts
- 2012 Teacher Evaluation Workgroup
- 2012 Principal Evaluation Workgroup
- South Dakota Commission on Teaching and Learning
- South Dakota Commission on Teaching and Learning Principal Evaluation Subgroup
- 2013-2014 Teacher and Principal Effectiveness Pilot Schools
- University of South Dakota

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THE PATH: EVALUATION CREATION TIMELINE  
Stage 1: Teacher Standards

2010  
Legislative  
Session

SENATE BILL 24 PASSED

- Teacher Standards
- Multiple Measures
- Evaluation Schedule
- Model Evaluation System

June – Nov  
2010

STANDARDS WORKGROUP

Danielson Framework Recommended

July 2011

STANDARDS ADOPTED

Danielson Framework Adopted as South Dakota Framework for Teaching

2011-12  
School  
Year

STANDARDS PILOT

Pilot outcomes used to inform future work

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THE PATH: EVALUATION CREATION TIMELINE  
Stage 2: Flexibility Waiver

2012  
Legislative  
Session

ESEA WAIVER ACCEPTED

- Call for both teacher and principal effectiveness evaluation systems
- Student Growth including state tests where applicable to be a key component

May -  
November  
2012

TEACHER & PRINCIPAL EVALUATION WORKGROUPS

- Begin work under HB 1234
- Teacher workgroup looks at performance rubrics, makes process recommendations
- Principal workgroup determines standards, makes process recommendations

January  
2013

SOUTH DAKOTA COMMISSION ON TEACHING AND LEARNING FORMED

Tasked with completing the work of the Evaluation Workgroups

March  
2013

US DEPARTMENT OF EDUCATION FEEDBACK RECEIVED

- Revisions needed
- Principle Three to be rewritten

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## THE PATH: EVALUATION CREATION TIMELINE

### Stage 3: Pilots

June 2013

#### PRINCIPLE 3 RESUBMITTED

- Based on recommendations in Pilot handbooks

June and  
July 2013

#### PILOTS BEGIN

- 20 schools participating in full teacher evaluation pilot
- 55 schools participating as "scale up schools" in limited teacher evaluation pilot
  - 12 districts piloting principal evaluation

2013-14  
School  
Year

#### ONGOING PILOT SUPPORT

Trainings in evaluating:  

- Professional Practice
- Student Growth

Coaching at school and district level

2013-14  
School  
Year

#### USD RESEARCH

Pilot outcomes used to inform future work

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**THE ASPIRATION: IMPROVE INSTRUCTION AND STUDENT LEARNING**

Encourage meaningful, in-depth dialogue focused on improving instruction and instructional leadership

Provide regular, timely, useful feedback that guides professional growth

Support a culture in which data drives instructional decisions

Establish clear expectations for teacher and principal performance

Use multiple measures to meaningfully determine and differentiate teacher and principal performance

Provide a fair, flexible, research-based model that informs personnel decisions

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THE FLEXIBILITY: REQUIREMENTS VS. RECOMMENDATIONS

“South Dakota school districts have the option to implement evaluation and professional growth systems that differ from these recommendations, provided the district complies with state and federal requirements.”

*-South Dakota Teacher and Principal Effectiveness Handbooks, Pilot Project Drafts*

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## THE BOTTOM LINE: REQUIREMENTS

### **1) Regularly Evaluate Teachers and Principals**

*Probationary teachers and principals every year; non-probationary teachers and principals every other year*

### **2) Be Based on Multiple Measures, Including Student Growth**

*Professional practice relative to state standards; student growth one “significant factor” including results of state assessments where applicable*

### **3) Determine and Differentiate Teacher and Principal Performance**

*Three performance categories: Below Expectations, Meets Expectations, Exceeds Expectations*

### **4) Serve as the Basis for Professional Growth or Improvement Plans**

*Growth plans for all teachers, improvement plans for those not meeting expectations. Not to be used for personnel decisions until hiring for the 2016-17 school year.*

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THE BASIC MODEL

Determining Teacher and Principal Effectiveness  
using multiple measures of professional practice and student learning

Professional Practices

Student Growth

South Dakota Framework  
For Teaching

South Dakota Framework For  
Principals

State assessments  
and accountability  
data where  
applicable  
SLTs  
District Measures

4 Domains:  
Planning and Preparation  
Classroom Environment  
Instruction  
Professional responsibilities

6 Domains:  
Vision and Goals  
Instructional Leadership  
School operations and Resources  
School , student and staff safety  
School and community relationships  
Ethical and cultural leadership

Professional Practices Rating

Growth Rating

Summative Rating Matrix

Differentiated Performance Categories

Below Expectations

Meets Expectations

Above Expectations

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**REQUIREMENTS**

**EVIDENCE**

**SCORING**

**TEACHSCAPE / TOOLS**

**The South Dakota Framework for Teaching:  
A proven, comprehensive definition of effective teaching (Danielson Framework).  
Recommendation: 8 components, including at least 1 from each domain.**

**Domain 1  
PLANNING AND PREPARATION**

- a. Demonstrating Knowledge of Content and Pedagogy
- b. Demonstrating Knowledge of Students
- c. Setting Instructional Outcomes\*
- d. Demonstrating Knowledge of Resources
- e. Designing Coherent Instruction\*
- f. Designing Student Assessments \*

**Domain 2  
THE CLASSROOM ENVIRONMENT**

- a. Creating an Environment of Respect and Rapport
- b. Establishing a Culture for Learning\*
- c. Managing Classroom Procedures
- d. Managing Student Behavior
- e. Organizing Physical Space

**Domain 4  
PROFESSIONAL RESPONSIBILITIES**

- a. Reflecting on Teaching
- b. Maintaining Accurate Records
- c. Communicating with Families
- d. Participating in a Professional Community
- e. Growing and Developing Professionally
- f. Showing Professionalism

**Domain 3  
INSTRUCTION**

- a. Communicating with Students\*
- b. Using Questioning and Discussion Techniques\*
- c. Engaging Students in Learning\*
- d. Using Assessment in Instruction\*
- e. Demonstrating Flexibility and Responsiveness

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**The South Dakota Framework for Principals:  
A research based definition of effective principals.**

**Recommendation: 8 components, including at least 1 from each domain.**

**Domain 1 – Vision and Goals**

- 1.1: Shared Vision for School and Student Success
- 1.2: Reviewing and Monitoring for School Improvement

**Domain 2 – Instructional Leadership**

- 2.1: Effective use of data to support instruction
- 2.2: Implementing individualized research-based instructional strategies
- 2.3: Building shared leadership
- 2.4: Alignment of instructional content to standards
- 2.5: Development of teacher professional growth

**Domain 3-School Operations and Resources**

- 3.1: Budgeting Resources and procedures
- 3.2: Fostering ownership and accountability
- 3.3: Staff evaluation and support
- 3.4: Maximizing opportunities within operation and resources

**Domain 4 – School, Student and Staff Safety**

- 4.1: Addressing and resolving safety issues
- 4.2: Establishing conduct expectations
- 4.3: Student behavior management
- 4.4: Conflict resolution

**Domain 5 – School and Community Relationships**

- 5.1: Engages family and community stakeholders
- 5.2: Communication with internal and external audiences
- 5.3: Creates a culture of dignity, fairness, respect
- 5.4: Visible and involved in school and community

**Domain 6 – Ethical and Cultural Leadership**

- 6.1: Values cultural differences
- 6.2: Acts as role model
- 6.3: Adheres to code of ethics

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### Standards Based Evaluations

Schools and districts have the freedom to examine and select components most critical to advancing district and school goals

#### Teacher Evaluation:

- Must include a minimum of four components
- Must include at least one component from each domain

#### Principal Evaluation:

- Must include a minimum of six components
- Must include at least one component from each domain

- Schools and districts will need to decide if flexibility or consistency is most important.
- The most complete picture of performance is given when all domains and components are evaluated.
- Schools and districts picking only a subset of components may want to consider alternating components in different years.

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## Evidence Sources: Observation and Artifacts

### Collecting Evidence Relative to Standards

#### Teacher Evaluation:

- Domains 1 (Planning and Preparation) and 4 (Professional Responsibilities)** will likely be evaluated by artifacts collected in a Teacher Portfolio
- Domains 2 (Classroom Environment) and 3 (Instruction)** will likely be evaluated via formal and informal observations
  - Probationary Teachers** – 2 Formal and 4 Informal Observations
  - Non-Probationary Teachers** – 1 Formal and 4 Informal Observations

#### Principal Evaluation:

- All Domains** will likely be evaluated through both observation and by artifacts collected in a Principal Portfolio
  - Probationary Principals** – 2 Formal Observations including at least one staff meeting; 3 Informal Observations
  - Non-Probationary Principals** – 1 Formal Observation and 3 Informal Observations

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## Portfolios and Artifacts

### Collecting Evidence Relative to Standards

**Artifacts** are documents, materials, processes, strategies, and other information that demonstrate performance relative to a standard of professional practice. Artifacts are generally written records of work (e.g., the school improvement plan, coaching records, teacher evaluation reports, lesson plans, grade records etc.).

In many cases, these artifacts will stem from day to day work.

The principal or teacher and their evaluator should meet at the beginning of the year to plan which artifacts will be needed to help evaluate progress towards making meaningful and ambitious student growth. This should be revisited midway through the evaluation cycle to plan for trajectory changes or to determine additional evidence that may be needed to show that meaningful student growth is occurring across the school.

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## Rubric-based Evaluation

All supporting evidence is evaluated against clear, common rubrics

### Performance Rubrics

Describe performance on each component along a continuum of performance

**UNSATISFACTORY – BASIC – PROFICIENT – DISTINGUISHED**

### Teacher Performance Rubrics

- Available online and via Teachscape
- Updated in Charlotte Danielson's 2013 Framework to reflect what teaching the Common Core looks like

### Principal Performance Rubrics

- Well researched rubrics created in conjunction with our REL
- Included in Principal Evaluation handbook as an appendix

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## Teacher Professional Practice Rating

Determined by calculating component-level performance

1

### ASSIGN POINT VALUES TO COMPONENT-LEVEL PERFORMANCE

Distinguished = 4; Proficient = 3; Basic = 2; Unsatisfactory = 1

2

### CALCULATE A SCORE FOR ALL COMPONENTS EVALUATED

Average – Total points divided by number of components evaluated; all components equally weighted

3

### ASSIGN THE OVERALL PROFESSIONAL PRACTICE RATING

The overall score for all components evaluated translates into one of four Professional Practice Ratings

1.00 to 1.49

**Unsatisfactory**

1.50 to 2.49

**Basic**

2.50 to 3.49

**Proficient**

3.50 to 4.0

**Distinguished**

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## Principal Professional Practice Rating

Determined by calculating component-level performance

1

### ASSIGN POINT VALUES TO COMPONENT-LEVEL PERFORMANCE

Distinguished = 4; Proficient = 3; Basic = 2; Unsatisfactory = 1

2

### ASSIGN DOMAIN LEVEL PERFORMANCE

**Domain Level Performance:** Total points for all components to determine performance in each domain

3

### APPLY WEIGHTS AND ASSIGN OVERALL PROFESSIONAL PRACTICE RATING

Score weighted for each domain (Domain 1 = 10%; Domain 2 = 30%; Domain 3 = 10%; Domain 4 = 20%; Domain 5 = 20%; Domain 6 = 10%)

The overall score for all components evaluated translates into one of four Professional Practice Ratings

1.00 to 1.49  
Unsatisfactory

1.50 to 2.49  
Basic

2.50 to 3.49  
Proficient

3.50 to 4.0  
Distinguished

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## **Teachscape: Training and Support for Teacher Evaluations**

**Web-based software to train teachers and administrators and manage workflow**

<b>Teachscape Focus</b>	<b>Teachscape Reflect</b>
<b>Teacher Training (20 hours)</b>	<b>Evaluation Workflow Management</b>
<b>Evaluator Certification (30 hours)</b>	<b>Framework for Teaching Rubrics</b>
<b>Video-rich</b>	<b>Artifact Storage</b>
	<b>Professional Practice Rating calculation</b>

### **Principal Evaluation**

**Excel sheets will be made available in the 2013-2014 school year**

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## Student Growth as one measure

**Student growth is a positive change in student achievement between two points in time, not a measure based on a single test given once a year**

1

### **Student Growth must be a “Significant Factor”**

Our ESEA Flexibility waiver requires all teacher and principal evaluations include student growth.

2

### **State Assessments and Accountability Results must be used as one measure in certain cases**

In grades and subjects in which it is available, the state summative assessment must be used as part of teacher evaluation. Accountability results (SPI or AMO) when available must be used as part of principal evaluation.

3

### **If no Statewide Assessment or Accountability data is available, other quantitative measures are used**

Assessments should be relevant to teacher and principal responsibilities.

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## What are Student Learning Targets?

Teacher-driven goals or sets of goals that establish expectations for student academic growth over a period of time.

### A Teacher-Led, Collaborative Goal-Setting Process

Teachers take ownership in establishing student growth goals that are relevant to classroom instruction, and are based on data about their students.

### A Flexible Framework to Incorporate Student Growth for all Teachers

All teachers participate in the goal-setting process, assessments and targets are variable.

### Linked to Teaching Best-Practices

Many teachers already use similar processes to adjust instructional practice.

### Focused on the Most Important Learning that Needs to Occur

SLTs are aligned to the most important learning standards (class, school, or district priorities)

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## SLTs: Answering four big questions

Using Student Learning Targets to evaluate student growth

?

What do I want my students to be able to know and do?

Setting priorities for learning; aligned to standards, goals and initiatives.

?

Where are my students starting?

Data-driven establishment of student starting points by which growth is measured.

?

How will growth be measured?

Select an available, credible, relevant assessment; or develop one.

?

What can I expect my students to achieve?

Setting rigorous, achievable growth targets backed by rationale.

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## What does an SLT look like?

An SLT is a written document that contains the following information:

1

### The Student Population

Defines the number of students addressed, includes all students (less agreed upon accommodations).

2

### Learning Content

The specific standard(s) being addressed, aligned to district and school priorities.

3

### Evidence

What specific assessment will be used? State assessment (if available), district or teacher assessment.

4

### Interval of Time

The instructional period – a school year, semester, quarter – in which the content will be taught.

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## What does an SLT look like?

An SLT is a written document that contains the following information:

5

### Baseline

Student understanding of the learning content at the beginning of the instructional period.

6

### Target(s)

Identifies the expected student growth during the instructional period.

7

### Rationale

Ties all elements together in a statement supporting student progress and future growth.

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## The Student Growth Rating

One of three ratings determined by the percentage of goal attainment

	<b>Teacher Evaluation</b> (Are my students meeting SLTs?)	<b>Principal Evaluation</b> (Am I enabling my teachers to set and meet ambitious and achievable SLTs?)
LOW	Less than 65% of SLTs attained	Less than 80% of teachers attained expected student growth on SLTs
EXPECTED	65% to 85% of SLTs attained	80 to 90% of teachers attained expected student growth on SLTs
HIGH	86% to 100% of SLTs attained	91% to 100% of teachers attained expected growth on SLTs

### Including Assessment or Accountability Data

**Teachers** - In tested grades and subjects, state assessment data must be part of growth rating. SLTs surrounding multiple years worth of performance are acceptable.

**Principals** – State Accountability data (SPI or AMOs) must be included as part of growth rating. Recommended that this is at least 25% of a principal’s growth score.

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## Training and Support

Additional guidance and training is planned to support the pilot and implementation of SLTs

Guidance

SLT Guidebook – Fall 2013

Training

Training for school/district teams in pilot

SLT Development

Key in both principal and teacher evaluation

Integrated with Common Core Training

Integrated with Data Systems Training

Parallel to SMART Goal Process

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## Teacher and Principal Effectiveness Rating Requirements

The ESEA Flexibility Waiver requires South Dakota to fully implement evaluation and to report data on teacher and principal effectiveness beginning in the 2014-2015 school year.

1

Must Differentiate performance in at least 3 Categories  
Below Expectations, Meets Expectations, Exceeds Expectations

2

Must be reported to the State  
Likely will be part of the Personnel Record Form Database

3

Using in Personnel Decisions  
SD DOE is applying for flexibility to waive the requirement to use the results as part of high-stakes decision making (hiring and firing) until the 2015-16 evaluation cycle is complete and decisions for 2016-17 contracts are being made.

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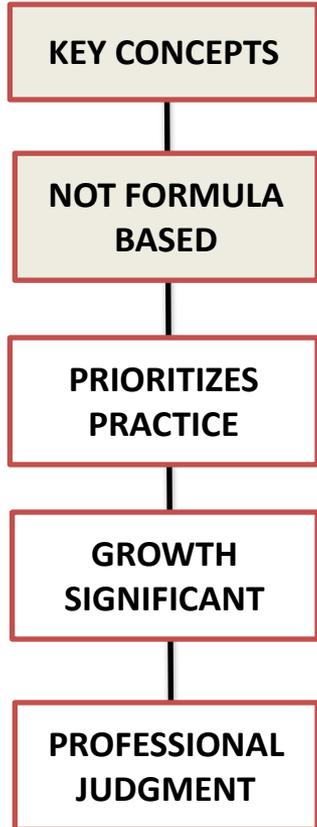
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## Summative Rating Matrix

Used as a guide, with opportunities to exercise professional judgment



		PROFESSIONAL PRACTICE RATING			
		UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
STUDENT GROWTH RATING	HIGH				
	EXPECTED			●	
	LOW				

SUMMATIVE EFFECTIVENESS RATING CATEGORIES		
Below expectations	Meets expectations	Exceeds expectations

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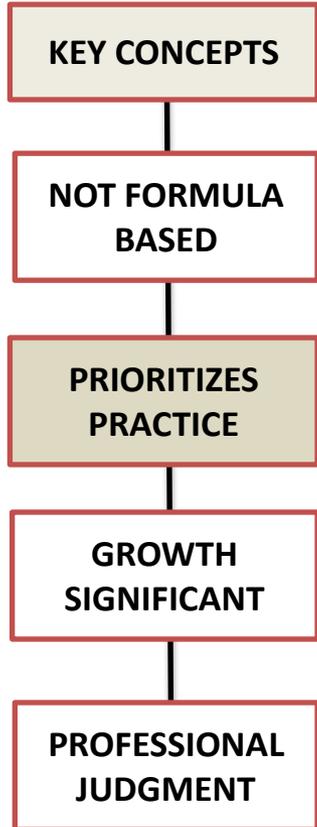
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## Summative Rating Matrix

Used as a guide, with opportunities to exercise professional judgment



		PROFESSIONAL PRACTICE RATING			
		UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
STUDENT GROWTH RATING	HIGH			●	
	EXPECTED	●	●	○	●
	LOW			●	

SUMMATIVE EFFECTIVENESS RATING CATEGORIES		
Below expectations	Meets expectations	Exceeds expectations

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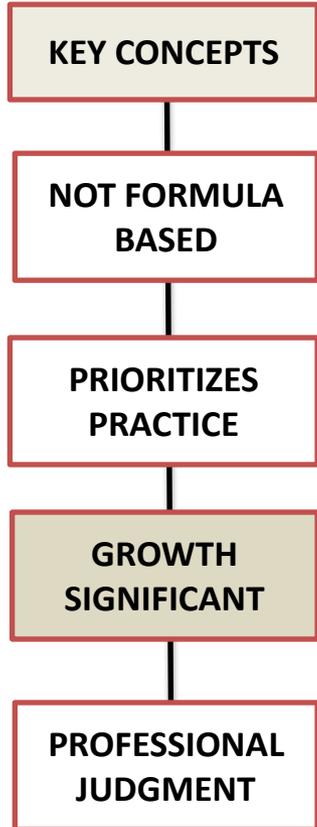
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## Summative Rating Matrix

Used as a guide, with opportunities to exercise professional judgment



		PROFESSIONAL PRACTICE RATING			
		UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
STUDENT GROWTH RATING	HIGH				
	EXPECTED		●		
	LOW		●		

SUMMATIVE EFFECTIVENESS RATING CATEGORIES		
Below expectations	Meets expectations	Exceeds expectations

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## Summative Rating Matrix

Used as a guide, with opportunities to exercise professional judgment

KEY CONCEPTS

NOT FORMULA  
BASED

PRIORITIZES  
PRACTICE

GROWTH  
SIGNIFICANT

PROFESSIONAL  
JUDGMENT

### PROFESSIONAL PRACTICE RATING

		UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
STUDENT GROWTH RATING	HIGH	★	★		
	EXPECTED				
	LOW			★	★

JUDGMENT



RATING SUBJECT  
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# Summative Rating Matrix

## PROFESSIONAL PRACTICE RATING

		UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
STUDENT GROWTH RATING	HIGH	★	★		
	EXPECTED				
	LOW			★	★

### SUMMATIVE EFFECTIVENESS RATING CATEGORIES

Below expectations	Meets expectations	Exceeds expectations
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**JUDGMENT**

★

**RATING SUBJECT TO REVIEW**

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**Pilots of both Teacher and Principal Effectiveness ongoing in 2013-2014 year**  
Research backed efforts to assess the model recommendations

**University of South Dakota research effort**

Thorough assessment of model to see what works and what doesn't.

1

**Assess:** Recommended Procedures and Training

Surveys and focus groups answer: "Does this work, was the training helpful, what can be improved?"

2

**Identify:** Evaluation best practices, with an emphasis on student growth

Surveys and focus groups answer: "Are SLTs practical, how did we implement it, what can be improved?"

3

**Inform:** Changes Prior to Statewide implementation in 2014-2015

Results used to make changes and identify additional support needed prior to statewide implementation.

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### **Teacher Evaluation Pilot**

20 schools are part of the research effort

Elementary, Middle and High Schools all represented

Small, mid-size and large districts all represented

Mix of east and west river schools

Schools with combined superintendent/principal included

Varying levels of experience with SD Framework for teaching

### **Principal Evaluation Pilot**

12 districts are part of the research effort

Many also have schools piloting teacher evaluation

Small, mid-size and large districts all represented

Mix of east and west river districts

Districts with combined superintendent/principal included

Varying levels of experience with principal evaluation

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## Scale-Up Schools

Due to overwhelming response to invitation, DOE opened up the Teacher Effectiveness pilot to an additional 55 schools

### **WILL NOT PARTICIPATE IN THE RESEARCH EFFORT**

Greater freedom to experiment with alternative practices and procedures.

### **WILL RECEIVE TRAINING, SUPPORT AND COACHING**

At the district-level, not at the school level. Geared more towards administration.

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## State Support for Pilots

Schools and districts receive guidance, tools, training and coaching

### **STIPENDS TO ATTEND TRAINING EVENTS**

Two training events; \$125 per day stipend; up to 3 people per school for teacher pilot and scale up schools; up to 3 people per district for principal pilot districts.

### **TEACHSCAPE FOCUS (TEACHER PILOTS AND SCALE UP SCHOOLS)**

In-depth training on the Framework for Teaching for teachers and evaluators.

### **TEACHSCAPE REFLECT (TEACHER PILOTS AND SCALE UP SCHOOLS)**

Workflow management tool.

### **EVALUATION TOOLS (PRINCIPAL PILOTS)**

Excel tools will be made available fall 2013.

### **ONGOING COACHING, TRAINING AND SUPPORT**

2 days for each Pilot School and District, up to 2 district-level days for each district with a Scale-Up school.