

# TEACHER EVALUATION WORK GROUP

# PURPOSE OF TEACHER EVALUATION WORK GROUP (HB 1234)

- ▣ Development of a model evaluation instrument based on professional performance standards (Danielson Framework for Teaching)
- ▣ Develop multiple measures of performance
  - 50% Quantitative – student growth based on single or multiple years of data
  - 50% Qualitative – observable, evidence-based characteristics of good teaching and classroom practices

# WORK GROUP OBJECTIVES

- ▣ Develop a teacher evaluation instrument for statewide implementation beginning with the 2014 – 15 year
- ▣ Develop the procedures to guide the teacher evaluation process.
- ▣ Determine strategies to incorporate levels of performance and student performance into the teacher evaluation process
- ▣ Develop the teacher evaluation training program for administrators and teachers

# WORK GROUP PROGRESS

- ▣ Identification of teacher performance standards (Admin. Rule 24:08:06:01)
- ▣ Developed the purposes of teacher evaluation
- ▣ Reviewed and approved the Framework for Teaching – Danielson Framework
- ▣ Identified a draft of evaluation procedures and processes

# FRAMEWORK FOR TEACHING

- ▣ Domain 1 – Planning and Preparation
- ▣ Domain 2 – The Classroom Environment
- ▣ Domain 3 – Instruction
- ▣ Domain 4 – Professional Responsibilities

# DOMAIN 1 – PLANNING AND PREPARATION

- ▣ A. Demonstrating knowledge of content and pedagogy
- ▣ B. Demonstrating knowledge of students
- ▣ C. Selecting 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 of learning
- ▣ C. Managing classroom procedures
- ▣ D. Managing student behavior
- ▣ E. Organizing physical space

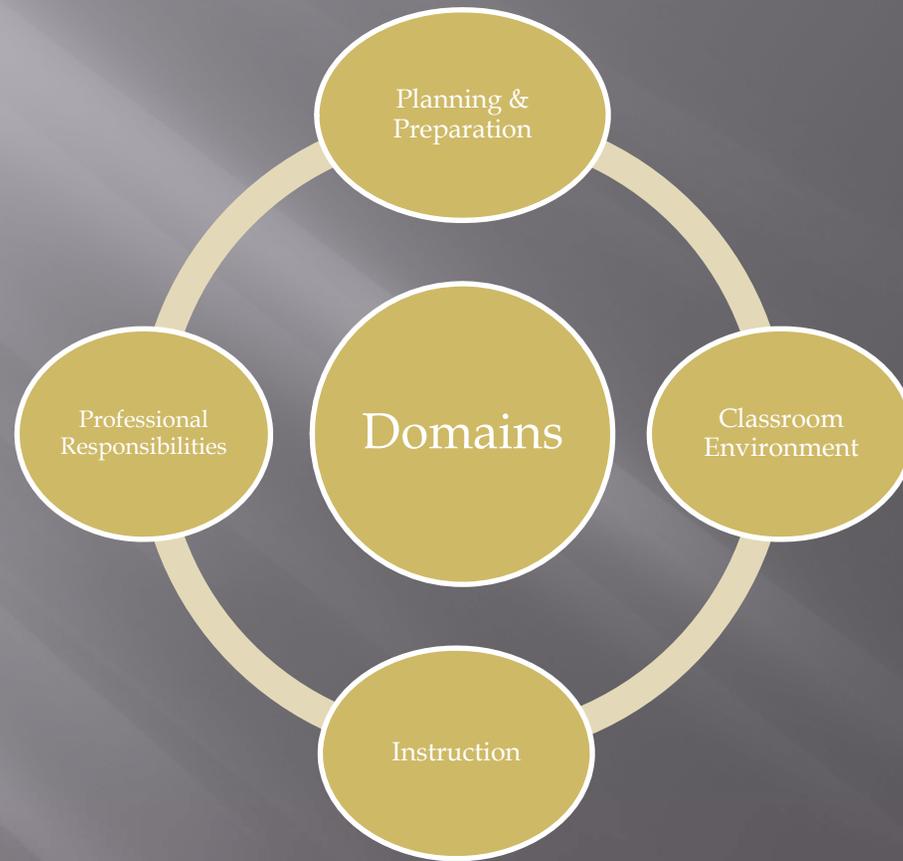
# DOMAIN 3 – INSTRUCTION

- ▣ 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

# 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

# Teacher Evaluation Cycle



# TEACHER EVALUATION PROCEDURES

- ▣ Differences between Evaluation and Observation
  - Evaluation – Summative in nature
  - Observations – Formal/Informal – Contribute to summative evaluation. (Formal – minimum of 15 minutes. Informal – minimum of 5 minutes)
- ▣ Who will be evaluated? Certified teachers
- ▣ Number of observations?
  - 1 – 3 years & Plans of Assistance
    - ▣ 2 formal and 4 informal
  - 4 years and beyond
    - ▣ 1 formal and 4 informal
  - One peer observation – Give and receive

# TEACHER EVALUATION

- ▣ Qualitative – 50%
  - Principal Observation
  - Peer Observation
  - Lesson Plans
  - Teacher Artifacts
  - Surveys
    - ▣ Self-assessment
    - ▣ 360 degree assessment
- ▣ Quantitative – 50%
  - DSTEP/SBAC
  - Writing exam
  - Pre/Post tests
  - ACT
  - DIBELS/STAR
  - Portfolio/Artifacts

# TEACHER EVALUATION RATINGS

## Qualitative

- Distinguished
- Proficient
- Basic
- Unsatisfactory

## Quantitative

- Distinguished
- Proficient
- Basic
- Unsatisfactory

## Summary Rating Combined Rating

- Distinguished
- Proficient
- Basic
- Unsatisfactory

# CLOSING THOUGHTS

- ▣ Why do we evaluate teachers?
- ▣ Does the Teacher Evaluation system that is under development assist us in accomplishing these purposes?

# PRINCIPAL EVALUATION WORK GROUP

# PURPOSE OF PRINCIPAL EVALUATION WORK GROUP (HB 1234)

- ▣ Adopt a model evaluation instrument and procedures
- ▣ Require multiple measures of performance
- ▣ Serve as the basis for professional development
- ▣ Include a plan of assistance
- ▣ Evaluate performance using a four-tier rating system: Distinguished, Proficient, Basic & Unsatisfactory

# WORK GROUP OBJECTIVES

- ▣ Adopt a set of administrative performance standards and indicators
- ▣ Develop a model principal evaluation instrument for implementation in 2014 - 15
- ▣ Develop procedures to guide the evaluation process
- ▣ Develop an evaluation training program for Superintendents and Principals
- ▣ Develop plans to incorporate performance standards into EDAD programs in South Dakota

# PRINCIPAL PERFORMANCE STANDARDS

- ▣ Performance standards in draft form
  - # 1 - Vision and Goals – To ensure student success, principals demonstrate strategic leadership by implementing and sustaining a shared vision and goals. (10 points)
  - # 2 – Instructional Leadership – To ensure student success, principals engage with teachers and use data to promote a school culture and instructional program conducive to student learning and staff professional growth (30 points)

# PRINCIPAL PERFORMANCE STANDARDS

- ▣ # 3 – Operations and Resources – To ensure student success, principals efficiently and productively manage operations and resources such as human capital, time and funding. (10 points)
- ▣ # 4 – School Safety – To ensure student success, principals create a physically, emotionally, cognitively, and culturally safe learning environment for students and staff. (20 points)

# PRINCIPAL PERFORMANCE STANDARDS

- ▣ # 5 – Relationships – To ensure student success, principals foster relationships by collaborating and communicating with all school and community stakeholders. (20 points)
- ▣ # 6 – Ethics – To ensure student success, principals act in a professional and ethical manner. (10 points)

# PRINCIPAL EVALUATION PROCEDURES

- ▣ First year principals will receive a summative evaluation in year one
- ▣ Principals will be evaluated every other year
- ▣ In the “off year” a 360 degree survey will be conducted
- ▣ No differences in evaluations for elementary, middle school and high school principals

# PRINCIPAL EVALUATION PROCEDURES

- ▣ Continuous Improvement Cycle will be implemented that could include:
  - Self-assessments
  - Goal-setting
  - Mid-year review
  - Observations
  - Summative review/evaluation

# PRINCIPAL EVALUATION TOOLS

- ▣ 360 degree survey
  - Faculty/staff
  - Parents
  - Students
  - Community/Board
- ▣ Self-assessment
- ▣ Plan of assistance
- ▣ Climate Surveys
- ▣ Portfolio of artifacts

# POLICY QUESTIONS

- ▣ What are the local (school district) implications to a new Principal Evaluation system?
- ▣ What (if any) are the policy implications of a new Principal Evaluation instrument?
- ▣ Does the new Principal Evaluation system impact our Superintendent's evaluation?
- ▣ What is the impact of the public vote on HB 1234?
- ▣ Could/Should differential pay be a part of the Principal Evaluation system?

# CLOSING THOUGHTS

▣ QUESTIONS/COMMENTS?