

TEACHER EVALUATION WORK GROUP



**PRESENTATION TO THE JOINT CONVENTION
AUGUST 9, 2012**

TEACHER EVALUATION WORK GROUP MEMBERS



- **Teachers**
 - Candy Ballard – Lead-Deadwood
 - Nicole Keegan – Rapid City
 - Paul Kuhlman – Avon
 - Pat Moller – Mitchell
 - Kristin Skogstad – Sioux Falls
 - Sharla Steever – Hill City

TEACHER EVALUATION WORK GROUP MEMBERS



- **Principals**

- Kyley Cumbow – Pierre
- Kym Johnston – Lennox
- Kevin Lein – Harrisburg

- **Superintendents**

- Don Kirkegaard
- Shayne McIntosh

- **School Board Members**

- Pam Haukaas – Colome Consolidated
- Rebecca Reimer - Chamberlain

TEACHER EVALUATION WORK GROUP MEMBERS



- **Parents**

- Pete Anderson – Rapid City
- Amy Blum – Chamberlain
- Shauna Hogland – Dell Rapids
- Stacy (Bauer) Jones – Brandon Valley

- **Association Members**

- Steve O'Brien – SDEA
- Wade Pogany – ASBSD
- Rob Monson - SASD

PURPOSE OF TEACHER EVALUATION WORK GROUP (HB 1234)



- **Development of a model evaluation instrument based on professional performance standards (Danielson Framework for Teaching)**
- **Development 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

PURPOSE OF TEACHER EVALUATION WORK GROUP



- **Model Evaluation Instrument**
 - Serves as the basis for Professional Development
 - Includes a plan of assistance
 - Based on a four-tier rating system. (Distinguished, Proficient, Basic & Unsatisfactory)

MEETINGS OF WORK GROUP



- **June 12 & 13, 2012 – Pierre**
- **July 23 & 24, 2012 - Pierre**
- **September 18 & 19, 2012 - Pierre**
- **Last meeting - TBA**
- **Report to the Legislature – January, 2013**

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



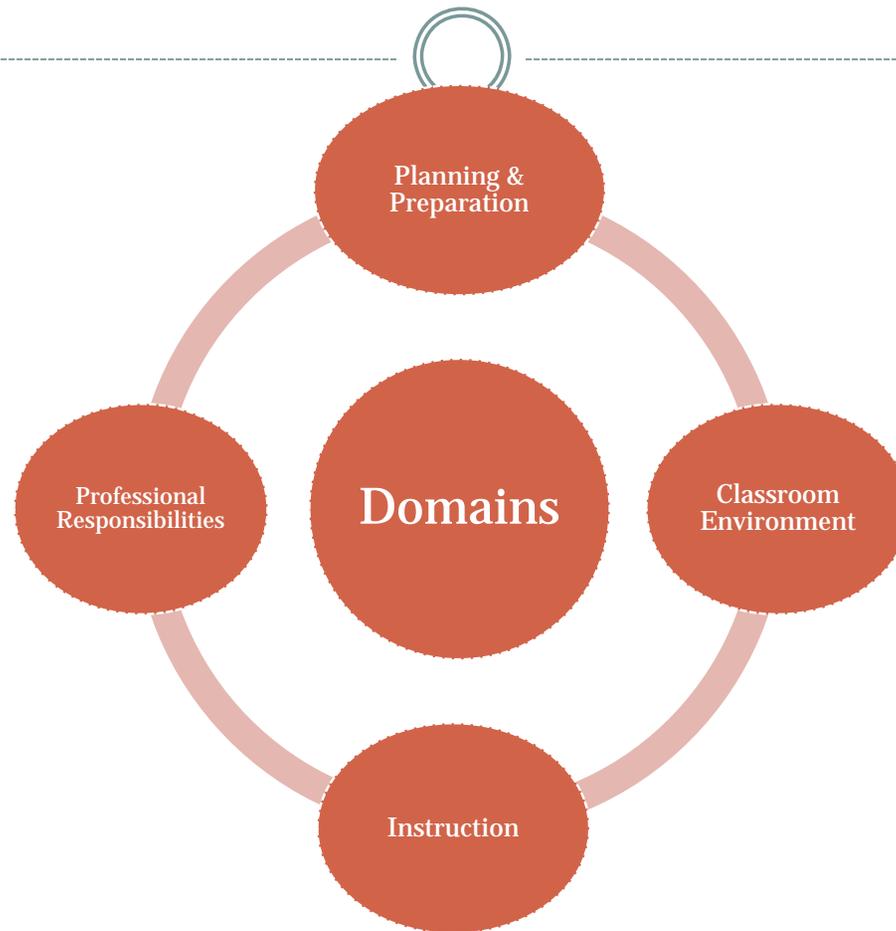
- **A. Communicating with students**
- **B. Using questioning and discussion techniques**
- **C. Engaging students in learning**
- **D. Using assessment in instruction**
- **E. Demonstrating flexibility and responsiveness**

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

QUESTIONS SURROUNDING THE WORK OF TEACHER EVALUATION



- How will the Qualitative and Quantitative sections work together to form a rating for the teacher?
- What factors will be used to assess the **qualitative** performance of the teacher?
- What factors will be used to assess the **quantitative** performance of the teacher?
- What will be the impact of this work if HB 1234 is overturned?
- How will administrators be trained to evaluate classroom teachers?

QUESTIONS SURROUNDING THE WORK OF TEACHER EVALUATION



- How can the quantitative measures be created to assure that they are valid and reliable achievement measures?
- Other questions???

CLOSING THOUGHTS



- **Why do we evaluate teachers?**
- **Does the Teacher Evaluation system that is under development assist us in accomplishing these purposes?**
- **Final thoughts and/or questions?**