

## **TEACHER EVALUATION WORK GROUP**

**JULY 23 & 24, 2012**

### **MACKAY BUILDING-PIERRE, SOUTH DAKOTA**

In attendance: Amy Blum, Sharla Steever, Stacy Jones, Rob Monson, Kym Johnston, Shauna Hoglund, Kristin Skogstad, Candy Ballard, Nicole Keegan, Steve O'Brien, Kyley Cumbow, Pam Haukaas, Wade Pogany, Paul Kuhlman, Kevin Lein, Shayne McIntosh, Don Kirkegaard, Rebecca Reimer

Not in attendance: Pete Anderson, Pat Moller

#### **1. Welcome and introductions**

--Review and overview of group's work including conference call with Charlotte Danielson.

#### **2. Overview of the agenda**

#### **3. Objectives of the Teacher Evaluation Work Group**

- a. Review a set of teacher performance standards that will be used as a foundation for the teacher evaluation instrument.
- b. Develop a teacher evaluation instrument for statewide implementation beginning with the 2014-15 academic year. (Pilot implementation-2013-14)
- c. Develop the procedures to guide the teacher evaluation process. This includes information that addresses issues such as observation length and frequency.
- d. Determine strategies to incorporate levels of performance and student performance into the teacher evaluation process.
- e. Develop the teacher evaluation training program for administrators and teachers.

#### **4. Teacher Evaluation Work Group Timeline**

- a. Confirm meeting dates for next meeting
  - i. September 18 & 19, 2012
- b. December 31, 2012-Work Group concludes work
- c. Report to 2013 Legislature-Janary-2013

#### **5. An overview of the Framework for Teaching (1:30-5:30 pm) Lacey Hoogland, Sheri Hardman, Lisa Larson and Collin Knudson**

- a. Work Group members should bring Framework for Teaching-2011 edition that you received at our first meeting
- Group delved into the Framework's domains and components.

## 6. Review meeting notes from June 12 & 13 meeting

## 7. Development of procedures to support evaluation system

- a. Define "evaluation" as it relates to teacher evaluation

### Evaluation can be used for:

- Performance assessment
- Reflection
- Rating
- Ranking
- Goal-objectivity
- Feedback for growth
- Objectives/targets
- Collection of data-judgment
- Summative page

### Contributions to Evaluation-classroom observation by supervisor, peer, expert panel, and/or video (outsourcing)

- Goal setting

- Portfolio process

--professional development, planning, parent communication, student work (progression), types of assessments, student growth, reflection, accomplishments, parent/student or 360 surveys, self-assessment, work related activities, lesson/units, evidence of learning, pre/post tests

### Who should be evaluated?

- certified teachers (required by state to have teaching certificate to perform teaching duties)

Classroom teachers, sped teachers, PE teachers, art teachers, instructional coaches?

- State could help with Personnel Record Form system and how it identifies teachers, counselors, etc.?

### **Group's Thoughts on Evaluation**

Formal observation-requires a pre and post conference, 15 minute minimum, & is announced

Informal observation-unannounced, minimum of 5 minutes with written feedback-might include an email, here's 3 questions and need 3 answers, etc.

Teachers with 1-3 years of experience and those on a plan of assistance-2 formal observations per year, first one by 10/31. Minimum of 4 informal observations per year, and 2 informal observations by 1/1.

Teachers with 4 or more years of experience-if deemed distinguished or proficient-1 formal observation. Minimum of 4 informal observations per year. If deemed Basic, 2 formal observations per year and a minimum of 4 informal observations per year.

Peer coaching-involves pre and post conference, 15 minutes or less, is announced, results may be shared with supervisor, and get one give one per year

b. Determine use of “multiple measures” as they relate to teacher evaluation

c. Discuss and determine the implementation of qualitative measures

--What measures should be used to satisfy the **qualitative** portion of the evaluation?

#### **Qualitative-50%**

--Principal observation/Evaluation

--Portfolios (teacher artifacts)

--Peer observation-surveys

--Surveys (students, classroom climate)

d. Discuss and determine the implementation of quantitative measures

--What measures should be used to satisfy the **quantitative** portion of the evaluation?

#### **Quantitative-50%**

--State testing

--Pre and post tests

--DIBELS

--Projects/Products

--NWEA

--Fitness

--Writing test

e. Determine the personalization of the evaluation instrument for specific teaching positions

f. Determine rating calculation for reporting purposes

### **8. Development of Teacher Evaluation training program**

a. **Why** is a training program needed? (Program objectives)

b. **When** should the program be offered?

c. **Who** should participate in the training?

d. **How** should the participants be compensated?

e. **How** should the program be delivered to the participants?

f. **What** should be the content of the training program?