- Intro
- Agenda
- Steps taken
  - Selecting group
  - Defining purpose
  - Picking a model
  - Looking at research
- Developing sections
- Finalizing plan
- Roll-out to staff
- Train the evaluators
- Revisit, revise, re-commit.

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Pennfield's Evaluation and Growth System

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Purpose

Share our journey and current status of developing a teacher development system that meets the current state laws, and emphasizes professional growth.

- Develop Prior Knowledge.

- Developed a process.

- Celebrate results.

- Roll-out to staff.

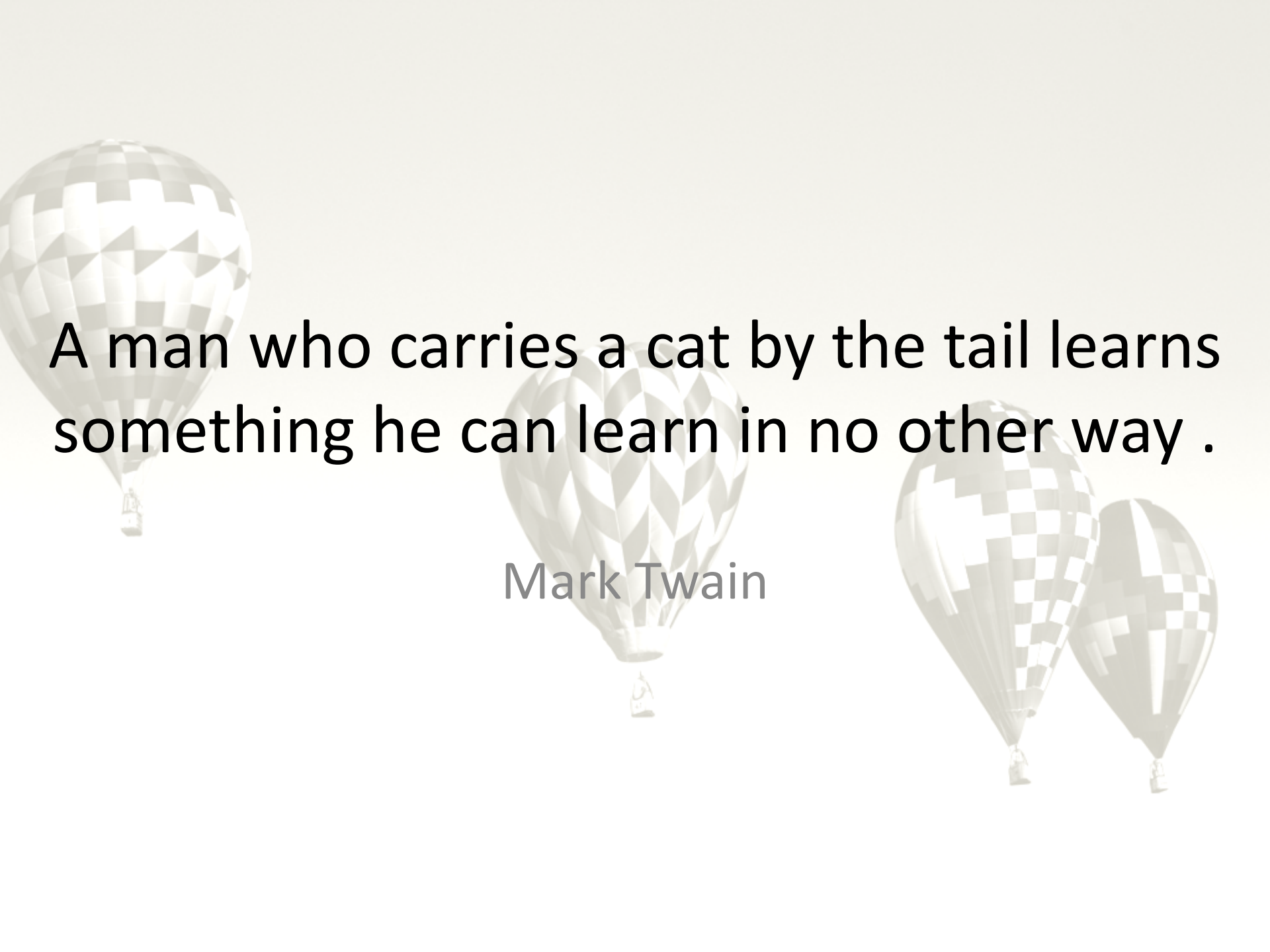- Training for evaluators.

- What's Next.

Who are we?

- Battle Creek Area

- Population

- Academic

- Technological emphasis.

Kindness is the language which the deaf can hear and the blind can see.

Mark Twain

A man who carries a cat by the tail learns something he can learn in no other way .

Mark Twain

Prior Knowledge

- Charlotte Danielson—the how

- State Law—the what (but it keeps changing)

- TEGS –Arizona—A shell for development
    http://www.kyrene.org/hr/Evaluations/TEGS.pdf

Lessons Learned

Something to think about...

Develop a Process

Develop a Process

- **Set Beliefs (as a tool)**

- Protocols (they worked!)

- "What do we want" rubrics (know when you're done).

- Task Oriented Meetings (one hour)

- Keep a journal for at least one year.

We believe the purpose of the Teacher Evaluation Program is to:

- Create a collaborative environment between the evaluators and those being evaluated.

- Facilitate open communication in an atmosphere of mutual trust and respect.

- Help teachers develop skills as life-long learners and foster self-reflection and self-assessment.

We believe the purpose of the Teacher Evaluation Program is to:

- Provide opportunities for teachers to improve no matter their level experience or expertise.

- Provide the Pennfield community with the assurance that their students are being taught by teachers of the highest quality.

Develop a Process

- Set Beliefs (as a tool)

- Protocols (they worked!)

- What do we want rubrics (know when you're done).

- Task Oriented Meetings (one hour)

- Keep a journal for at least one year.

Protocols

- Commit to all meetings
- Begin and end on time.
- Stay on agenda
- Monitor your own airtime
- Listen respectfully
- Assume Positive Intentions
- Confidentiality is a must. Rumors hurt.
- Don't waste time on those things we can't control.

Develop a Process

- Set Beliefs (as a tool)
- Protocols (they worked!)
- What do we want rubrics (know when you're done).
- Task Oriented Meetings (one hour)
- Keep a journal for at least one year.

Goal: to develop a systemic teacher evaluation process that will serve as a tool to aid teachers in meaningful growth while maintaining high levels of expertise within the profession.

Does the evaluation process provide realistic and flexible timelines for administrators and teachers?
Does the evaluation process contain a meeting prior to observations to set goals and give background information?
Does the evaluation process contain meetings throughout the process to share thoughts, reflections, and expectations?
Does the evaluation process allow for a mix of planned and unplanned observations?
Does the evaluation process contain clearly stated and defined expectations?
Does the evaluation process contain an objective way to determine satisfactory performance?

Goal: to develop a systemic teacher evaluation process that will serve as a tool to aid teachers in meaningful growth while maintaining high levels of expertise within the profession.

Does the evaluation process contain an instrument that is beyond a checklist and contains narrative feedback based upon objective observation and teacher input?
Does the evaluation process contain self-assessment (reflection) pieces (questionnaire) throughout the cycle?
Is the Evaluation Summative in nature?
Are the observation documents Formative in nature?
Does the evaluation allow for a reflection of evidence of work?
Does the evaluation process contain an objective way to determine satisfactory performance?
~~Does the evaluation process allow for differentiated evaluation based on teacher experience and/or expertise as well as their role in the district?--???? Revisit~~

Develop a Process

- Set Beliefs (as a tool)

- Protocols (they worked!)

- What do we want rubrics (know when you're done).

- Task Oriented Meetings (one hour)

- Keep a journal for at least one year.

Lessons Learned

Celebrate Results

- Actual document
- Recipe card (Section VII)
- All expectations
- All results
- Process and procedures
- All forms
- All Situations---differentiated
- Minimize Fears

SECTION VII

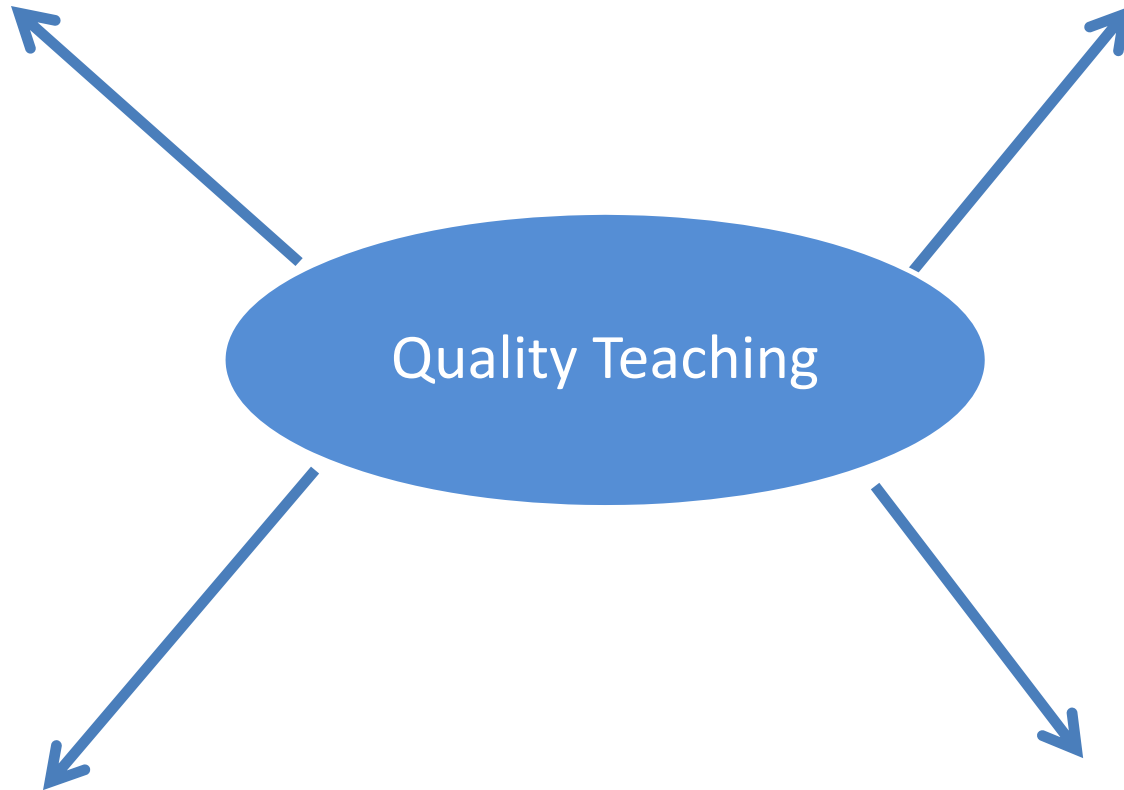| DOMAIN 1 : PLANNING AND PREPARATION		a: Demonstrating Knowledge of Content and Pedagogy	
ELEMENT	LEVEL OF PERFORMANCE		
		SATISFACTORY	
Knowledge of Content		Teacher displays solid content knowledge and makes connections between the content and other parts of the discipline and other disciplines.	
Knowledge of Prerequisite Relationships		Teacher's plans and practices reflect understanding of prerequisite relationships among topics and concepts.	
Knowledge of Content-Related Pedagogy		Pedagogical practices reflect current research on best pedagogical practice within the discipline but without anticipating student misconceptions.	

Lessons Learned

Roll-out to Staff

$$2(y+3) + {}^-4(y+12) = {}^-2(y+10) + 4(y+{}^-6) + 3(2y+8)$$

$$2y + {}^-6 + {}^-4y + {}^-48 = {}^-2y + {}^-20 + 4y + {}^-24 + 6y + 24$$

$$3(2x+5y) + {}^-2(4x+6y) = 4(9x+5y) + {}^-3(2x+4y) + {}^-2(4$$

$$6x + 15y + {}^-8x + {}^-12y = 36x + 20y + {}^-6x + {}^-12y + {}^-8x + 12$$

$$3(a+b) \ldots + 5(a+3b) = {}^-3(a+4b) + 2({}^-6a+4b) + 3$$

$$5a + 15b = {}^-3a + 12b + {}^-12a + 8b + 9a$$

$$\ldots n) = 5(6m-7n) + 3(5m+6n$$

$$= 30m + {}^-35n + {}^-15m + {}^-18n + {}^-2$$

$$7(x \ldots 4y-6z) = 4(4x-6y-7z) - 2(z+7x+3y$$

Lessons Learned

Train the Evaluators

Train the evaluators

- Diminish Fears
- Public Display of Belief in the system
- Provides data-centered results when done properly
- Range-finding is a must.
  - Data conferencing
  - Team observation

Lessons Learned

Our Future

Future

- I pad
- PD development
- What is good teaching?
- Use of student data in evaluation-more in just a moment.
- Compensation based on evaluation

Student Data in Evaluation

- Not just a teacher thing-selling point.
- Not just emotional, complicated.
- Here's what we know…laws.
- The state has turned the discussions from affective to hard numbers—very difficult to do.
- Here's a proposal that we are working on.
- STILL IN NEGOTIATIONS.

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	**NEEDS IMPROVEMENT**	**SATISFACTORY**	**EXEMPLARY**
Constructs Appropriate Assessments	The teacher does not use curriculum alignment of state standards to build assessments. The assessments contain virtually no variety of questioning.	The teacher uses a limited amount of curriculum alignment to state standards in order to build assessments. Assessments contain a limited variety of questioning.	The teacher uses a curriculum map that is aligned to the state standards in order to build assessments. The assessments contain varying questioning strategies to measure student learning.	The teacher fully utilizes a well-articulated curriculum that aligns to state standards in order to build assessments. There are many different examples of questioning strategies.
Demonstrates Appropriate Student Achievement	The teacher is unable to produce little or no data to support appropriate student achievement within their classroom.	The teacher can present limited data that demonstrates student achievement within their classroom.	The teacher is able to present a variety of data sources in order to demonstrate appropriate student achievement within their classroom	The teacher is able to present multiple data sources that demonstrate student that would be beyond typical.
Demonstrates Measurable and Significant Academic Growth	The teacher is unable to produce data to support significant academic growth of students within their classroom.	The teacher can present limited data that demonstrates significant growth of students within their classroom.	The teacher is able to present a variety of data sources in order to demonstrate significant academic growth of students within their classroom.	The teacher is able to present multiple data sources that demonstrate student growth that would be beyond typical.
Uses Data to modify instruction and assessments	The teacher is able to demonstrate instances where they have used data to modify instruction and assessments.	The teacher can provide limited instances where they have used data to modify instruction and assessments.	The teacher can provide adequate examples of data being used to modify instruction and assessments.	The teacher can provide substantial examples of the use of data to inform decisions about instruction and assessment.

Questions?

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