



EDUCATOR EVALUATION
PROFESSIONAL DEVELOPMENT SESSION 2

OBSERVATION OVERVIEW
AND
GOAL SETTING



Agenda

- I. FAQ/Observation Overview
- II. Teach Point Observation Reports
- III. Goal Setting
 - I. S.M.A.R.T. Goals
 - II. Professional Practice Goals
- IV. Next Steps
- V. Break-out Sessions



Objectives

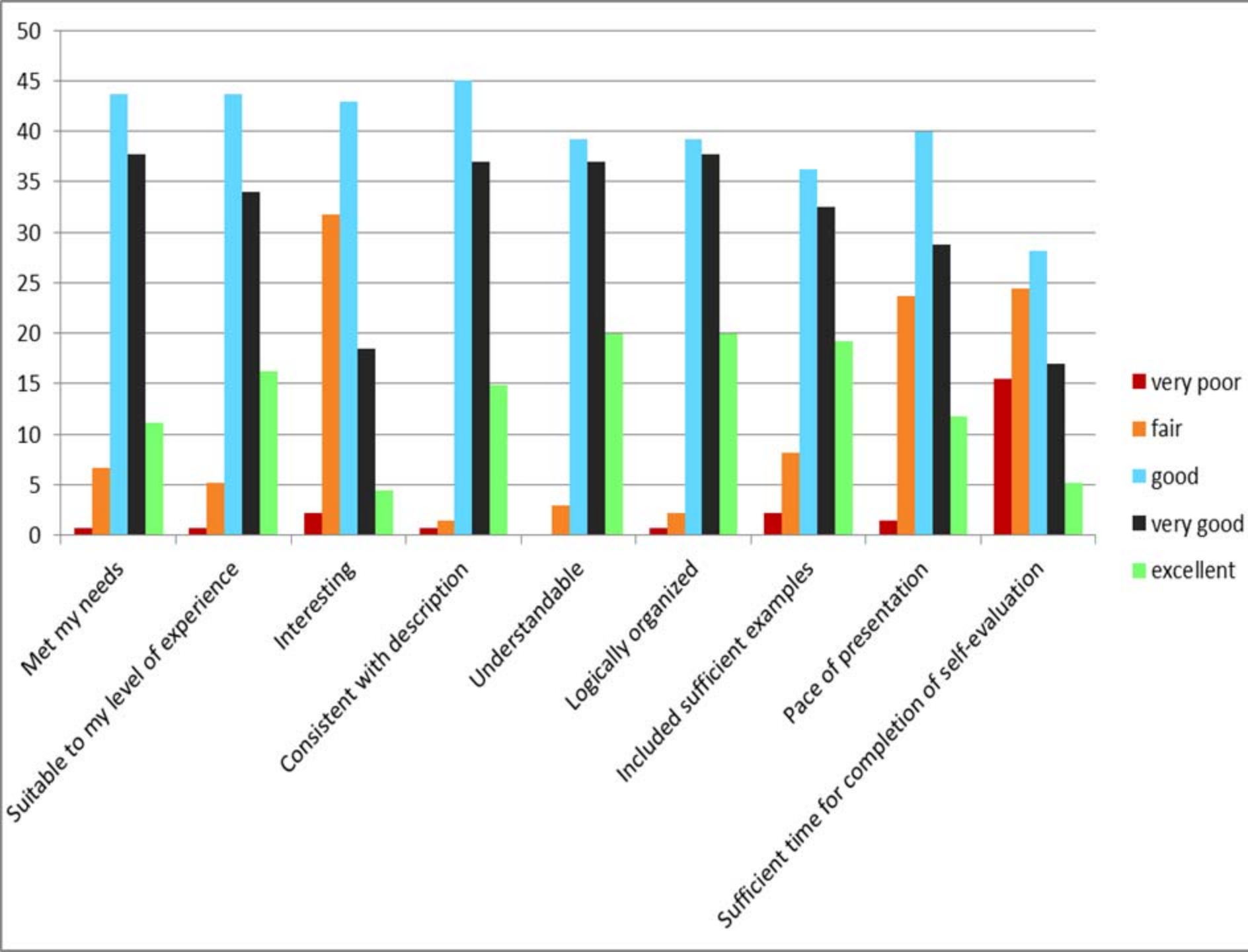
Teachers will:

- Understand the observation process as it applies to teacher evaluation
- Access and analyze observation reports in Teach Point
- Analyze district and school goals and use the information to set professional practice goals



Handouts

- PowerPoint (posted on website)
- Frequently Asked Question List/Session Evaluation





Questions:

Evidence Used In Evaluation

Evaluators will collect evidence through:

- observation in classrooms and in other school-based settings
- meetings with the educator in which he or she reviews work products such as:
 - student work
 - reports prepared by educator
 - assessments
 - lesson plans
 - unit plans
 - and more...



Questions: Evidence Used In Evaluation

Educators will collect evidence focusing primarily on
Standards III and IV

Examples of evidence for Standard III:

Family and Community Engagement

- emails sent to parents/families
- school newsletter/newspaper articles
- teacher website
- parent phone log
- letters sent home
- completion of progress reports/report cards
- participation in SST/IEP/504/parent meetings
- and more....



Questions:

Evidence Used In Evaluation

Educators will collect evidence focusing primarily on Standards III and IV

Examples of evidence for Standard IV:

Professional Culture

- Evidence of active participation in:
 - faculty/department/grade level/data team meetings
 - professional development
 - parent meetings (IEP/504/SST)
- Evidence of professional learning:
 - peer-observation
 - co-planning with colleagues
 - courses or workshops attended or taught
- And more....



Questions: Evidence Used In Self-Assessment

Evidence listed is used to remind you and your evaluator why you rated yourself in the manner that you did.

You are not required to produce copies of evidence for the self-assessment process.



Questions:

Self-Assessment Inconsistency

Among educators...and... between educator and evaluator

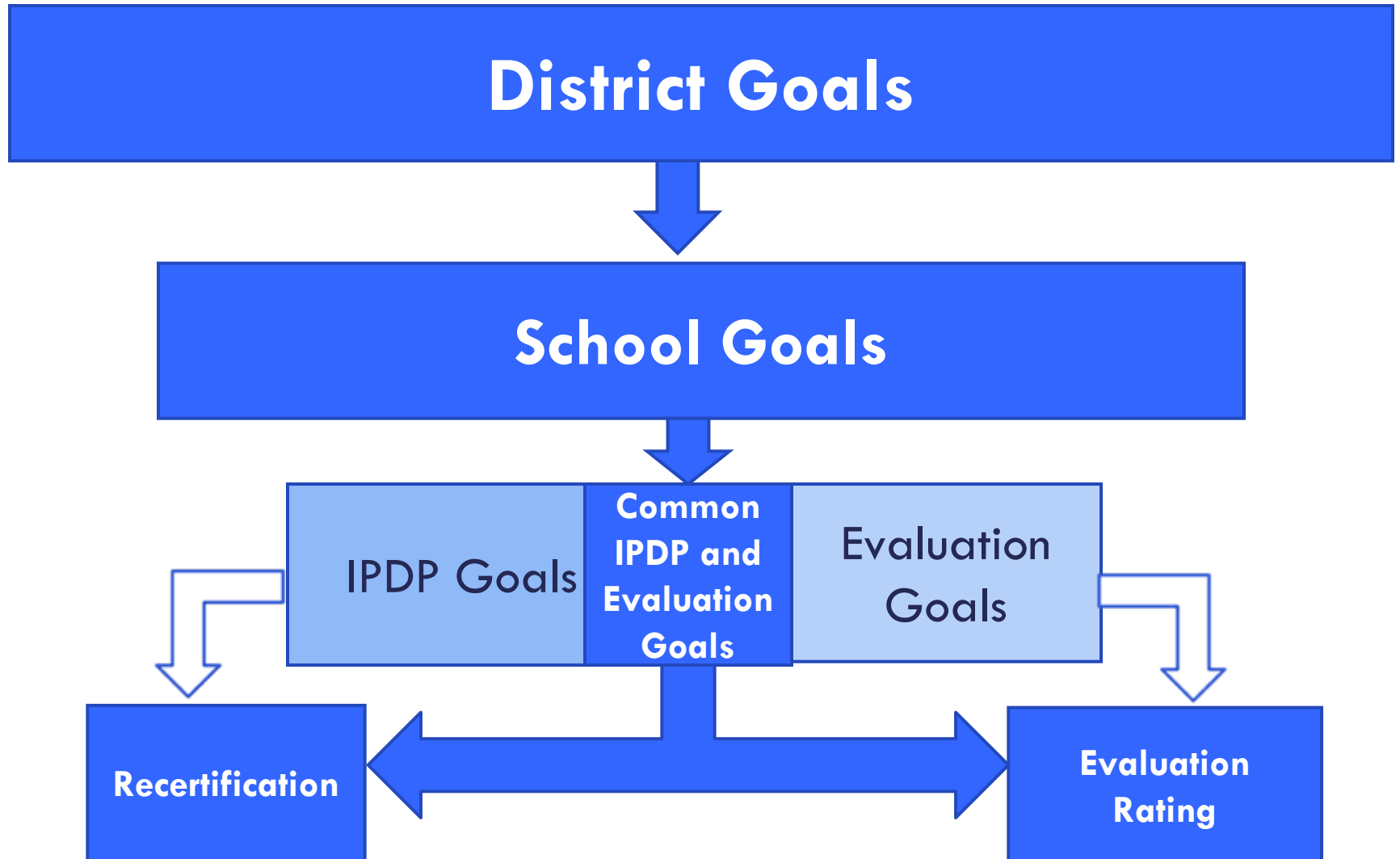
The observation and evidence collection process will help to calibrate evaluator and educator ratings.

Ratings determined by evaluators will be supported by data (collected by evaluator and educator).

If your evaluator has a question or significant concern after reviewing your self-evaluation he or she will contact you to discuss it.



IPDP and Evaluation Goals





IPDP and Evaluation Goals

**DO NOT THROW YOUR IPDP
AWAY!!!!**



Questions: Student Assessment Data for Educators

**All educators (including administrators)
will have student assessment data used
in their evaluation in the 2013-2014
school year.**



Questions: Student Assessment Data for Non-MCAS Educators

Awaiting more specific guidance from DESE, but.....

- There will be some sort of assessment data used for all educator evaluation – at this point the regulations call these “district developed assessments”.**
- MCAS results cannot (per regulations) be used as the only student assessment data for a particular teacher.**
- All educators will be evaluated on “multiple measures of student learning”.**
- “Trends” that include at least 2 years of data will be used.**



Questions: Student Assessment Data Impact on Teacher Evaluation

Awaiting more specific guidance from DESE, but...

▣ **Low student assessment results** for an otherwise **proficient** teacher (based on observations and evidence gathered in evaluation process) will result in the teacher being placed on a **one-year self-directed growth plan**

▣ **Low student assessment results** for a teacher who is performing **below proficient** (based on observations and evidence gathered in evaluation process) may result in an **improvement plan...**

However, this DOES NOT APPLY to evaluation THIS YEAR



Questions:

Final Overall Rating

Reminder:

Your overall evaluation rating is generally determined after 1 or 2 years of observations, data collection (evaluator and educator) and many opportunities for feedback and conversation.



Question:

Determination of Overall Rating

It is important to note that it is not necessary to be proficient on all 32 indicators in the rubric to receive an overall rating of proficient.

Factors Contributing to Overall Rating

Element	Rating				
Standard 1 Curriculum, Planning & Assessment	E	P	NI	U	
Standard 2 Teaching All Students	E	P	NI	U	
Standard 3 Family & Community Engagement	E	P	NI	U	
Standard 4 Professional Culture	E	P	NI	U	
Professional Practice Goal	Exceeded	Met	Significant Progress	Some Progress	No Progress
Student Achievement Goal	Exceeded	Met	Significant Progress	Some Progress	No Progress



Question:

Determination of Overall Rating

“Formula/Protocol” for determination of overall rating has been developed by the evaluation committee.

It will be used by all evaluators to ensure consistency.

October 17 PD day will focus on this topic.



Question: Improvement Plans

Will I be on an Improvement Plan if I am not rated proficient overall?

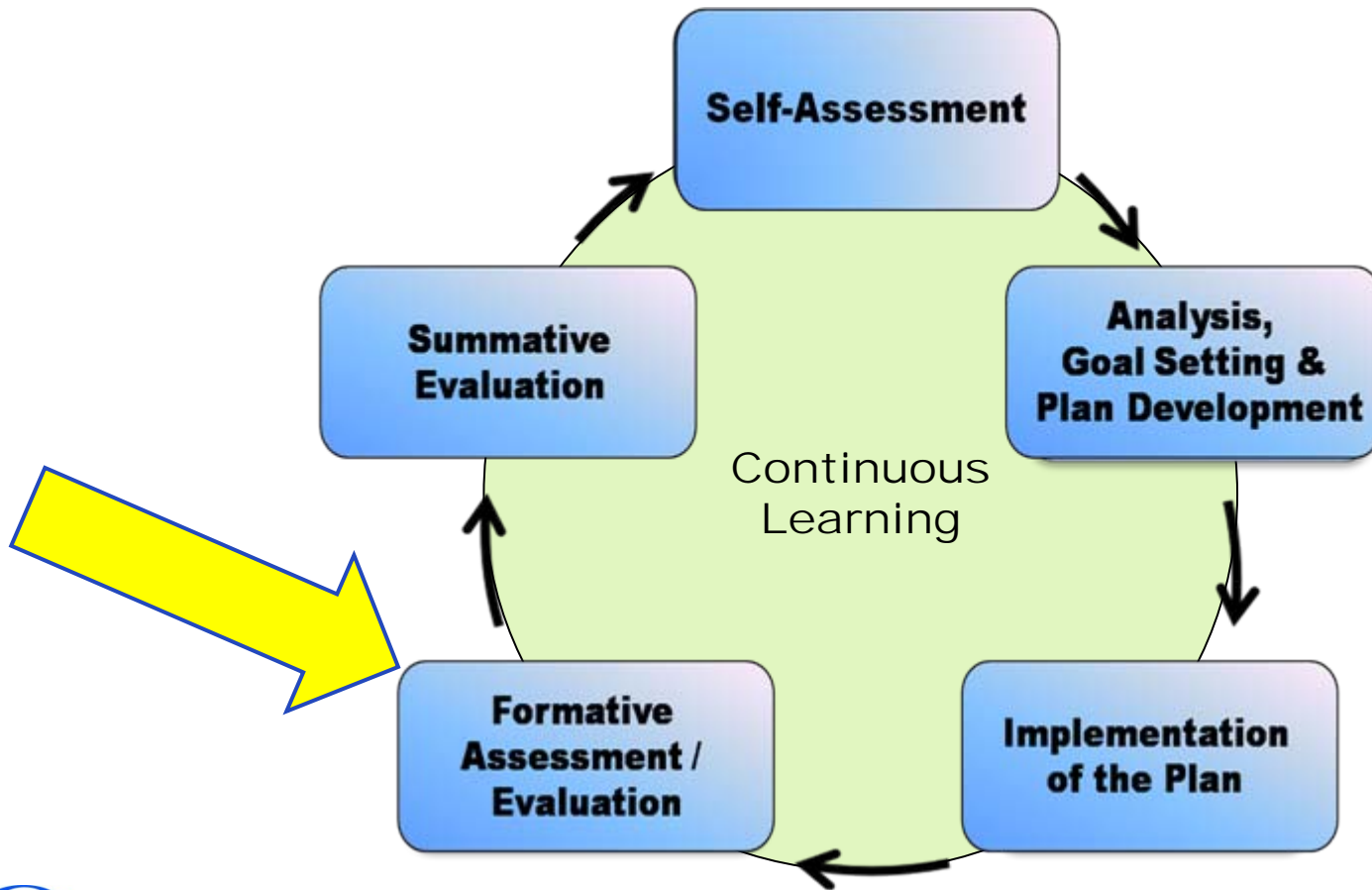
Review pages 16-19 of the QRTA Educator Contract Language for details about all educator plans.

Improvement Plans are not a surprise to those teachers (if any) who are put on one.

Process for plan determination is the topic for October 17



Observations





Evaluators

Principal is primary evaluator with the following exceptions:

High School	Ray, Greg or Jason
Art Teachers	Cheryl Adams
Music Teachers	Toni Brown
Team Chairpersons	Kristin Campione
Psychologists	
BCBA	
Speech/Language Pathologists	
Shared Personnel	Notification in break-out groups

NOTE: All evaluators for whom you work can provide evidence and/or observations for your evaluation.

Observations

A large, stylized blue letter 'Q' is positioned on the left side of the slide. To its right, three small blue silhouettes of people are shown in a running or jumping motion, moving from left to right. A thick blue horizontal bar spans the width of the slide, positioned below the 'Q' and the running figures.

Will:

- **begin October 1**
- **be 10 minutes or longer in duration**
- **be recorded in Teach Point**



Observations

PTS on Self-Directed Growth Plan at least:
one before January 15

and

one between January 15 and May 15

NPTS on Developing Educator Plan at least:
two before January 15

and

two between January 15 and May 15

Observations

A large, blue, stylized letter 'Q' is positioned on the left side of the slide. To its right, three small, blue, stylized human figures are depicted in a running or jumping pose, moving from left to right. The entire graphic is set against a solid blue horizontal bar that spans the width of the slide.

Please note:

Evaluators will need to attempt to collect evidence to support ratings in each element on the rubric.

It is **likely** they will be in your classroom **more frequently** than described in the previous slide.



Educator Access to Teach Point Reports

TeachPoint Mobile Teacher Evaluation Software

[Teach Point](#)

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TeachPoint makes it easy to customize forms, collect and share data, and run reports. It saves time and allows us to focus on professional development.

- Kelley Gangi, Director of Curriculum
Wachusett Regional School District
Jefferson, MA

Summative Assessment (Jan 19, 2012 08:03 AM) by: Jim Baker
Mary Jones
Smith Elementary School - Grade: 1-3 General

Summative Assessment

Name: Mary Jones Evaluator: Jim Baker
School: Smith Elementary School Date: Jan 19, 2012 08:03 AM
Subject: General
Grade: 3 Change grade Share:

This example rubric consists of questions to rate teacher performance. Each question provides a four point scale from "Expert" to "Unsatisfactory". Questions correspond a one of five categories of performance measurement: "Planning & Preparation", "Classroom Management", "Instruction", "Assessment & Monitoring", and "Professionalism". Read the question and touch a rating level to record a response for that question. Scroll the form vertically to view all questions. When you're done, select the "Done" button. You can always go back and edit answers.

Knowledge

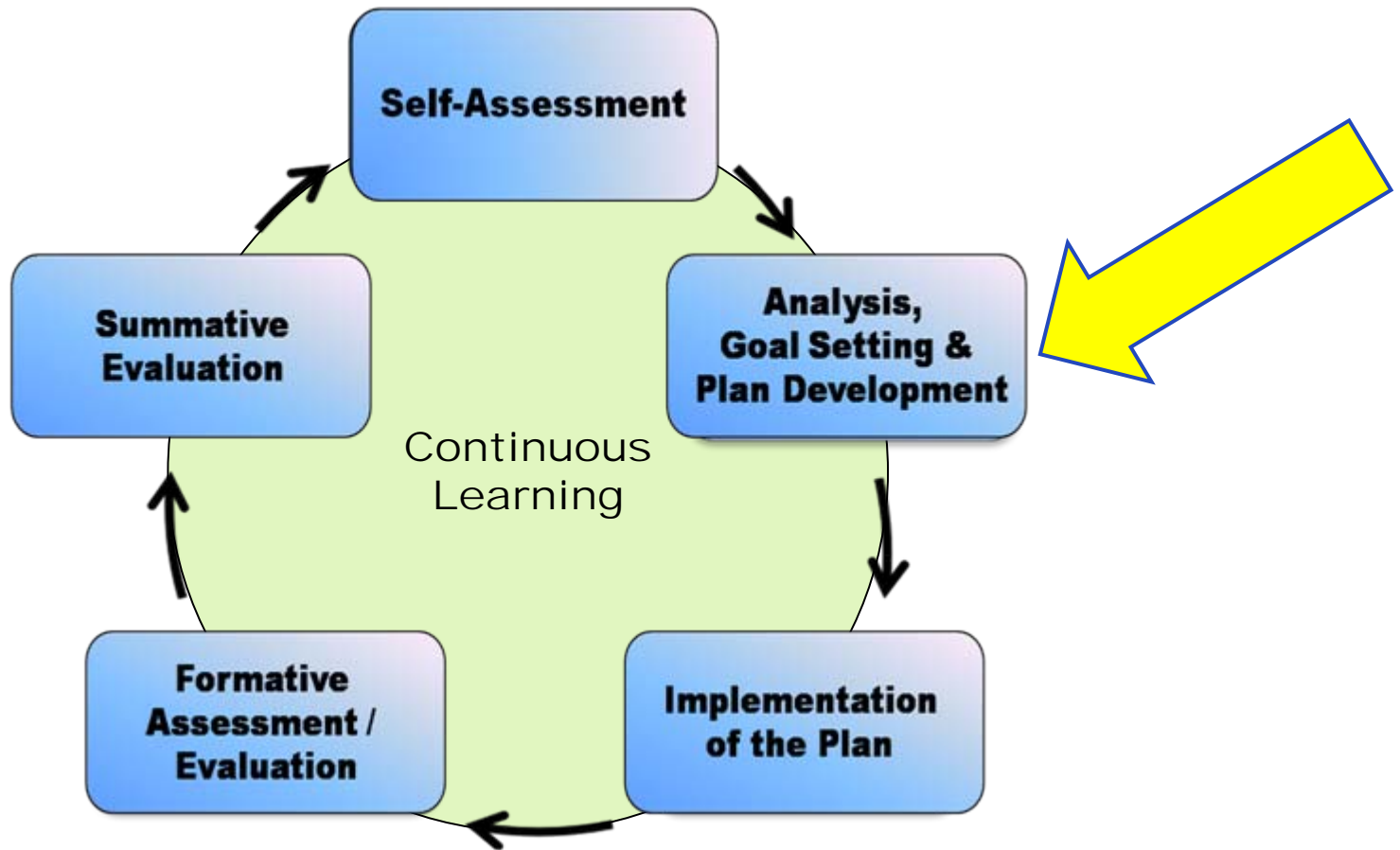
Rate the teacher's knowledge in the subject area being taught.

Exemplary	Proficient	Needs improvement	Unsatisfactory
Is expert in the subject area and has a cutting-edge grasp of child development and how students learn.	Knows the subject matter well and has a good grasp of child development and how students learn.	Is somewhat familiar with the subject and has a few ideas of ways students develop and learn.	Has little familiarity with the subject matter and few ideas on how to teach it and how students learn.



Today's Task –

Professional Practice Goals





Weight Loss Goal

I will lose weight and get in condition

NOT S.M.A.R.T.!!!!



S.M.A.R.T. Goals

S – **S**pecific and **S**trategic

M – **M**easureable

A – **A**ction Oriented

R – **R**igorous, **R**ealistic and **R**esults Focused

T – **T**imed and **T**racked



Weight Loss Goal

S.M.A.R.T. Goal for Weight Loss

Between March 15 and Memorial Day, I will lose 10 pounds and be able to run one mile non-stop.



Weight Loss Goal

S.M.A.R.T. Goal for Weight Loss

Between March 15 and Memorial Day, I will lose **10 pounds** and be able to run **one mile** non-stop.

Specific and Strategic

Specific and Strategic



Weight Loss Goal

S.M.A.R.T. Goal for Weight Loss

Between March 15 and Memorial Day, I will lose 10 pounds and be able to run one mile non-stop.

Measurable

Measurable



Weight Loss Goal

S.M.A.R.T. Goal for Weight Loss

Between March 15 and Memorial Day, I will **lose** 10 pounds and be able to **run** one mile non-stop.

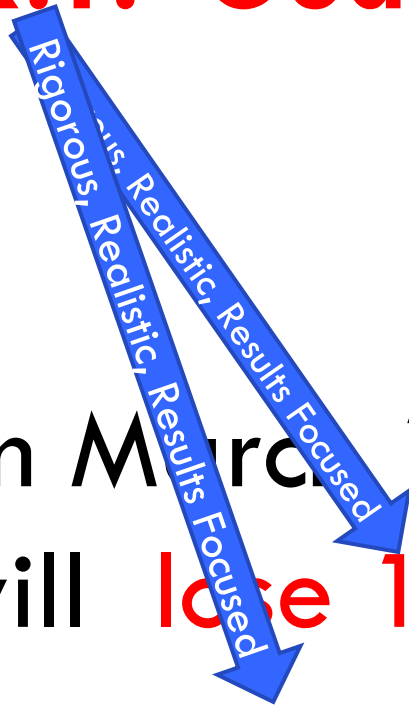
Action Oriented
Action Oriented



Weight Loss Goal

S.M.A.R.T. Goal for Weight Loss

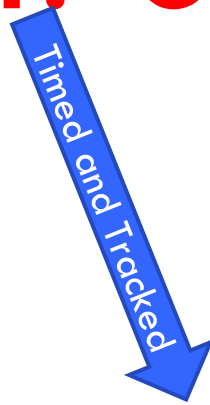
Between March 15 and Memorial Day, I will **lose 10 pounds** and be able to **run one mile** non-stop.





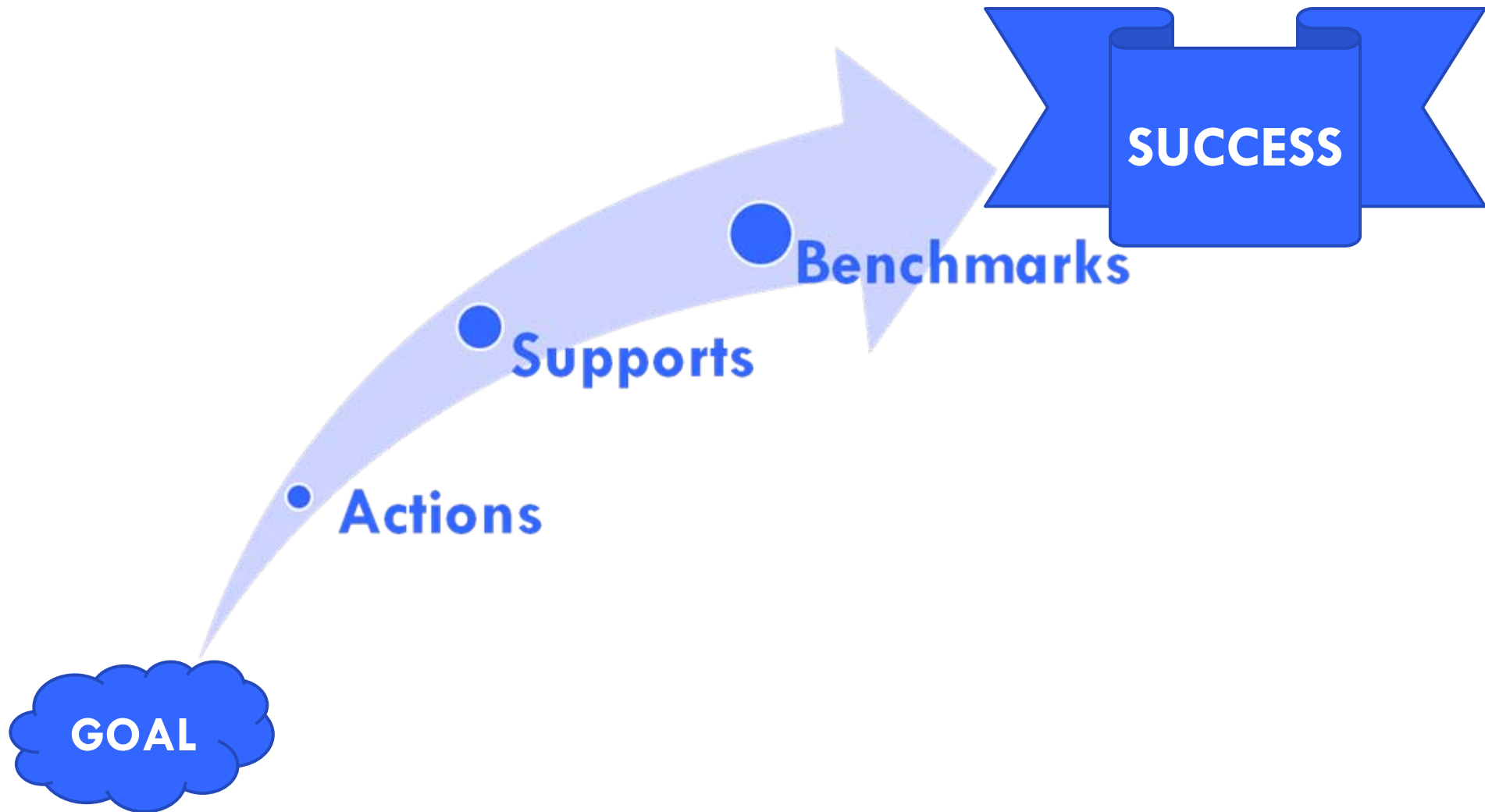
Weight Loss Goal

S.M.A.R.T. Goal for Weight Loss



Between March 15 and Memorial Day, I will lose 10 pounds and be able to run one mile non-stop.

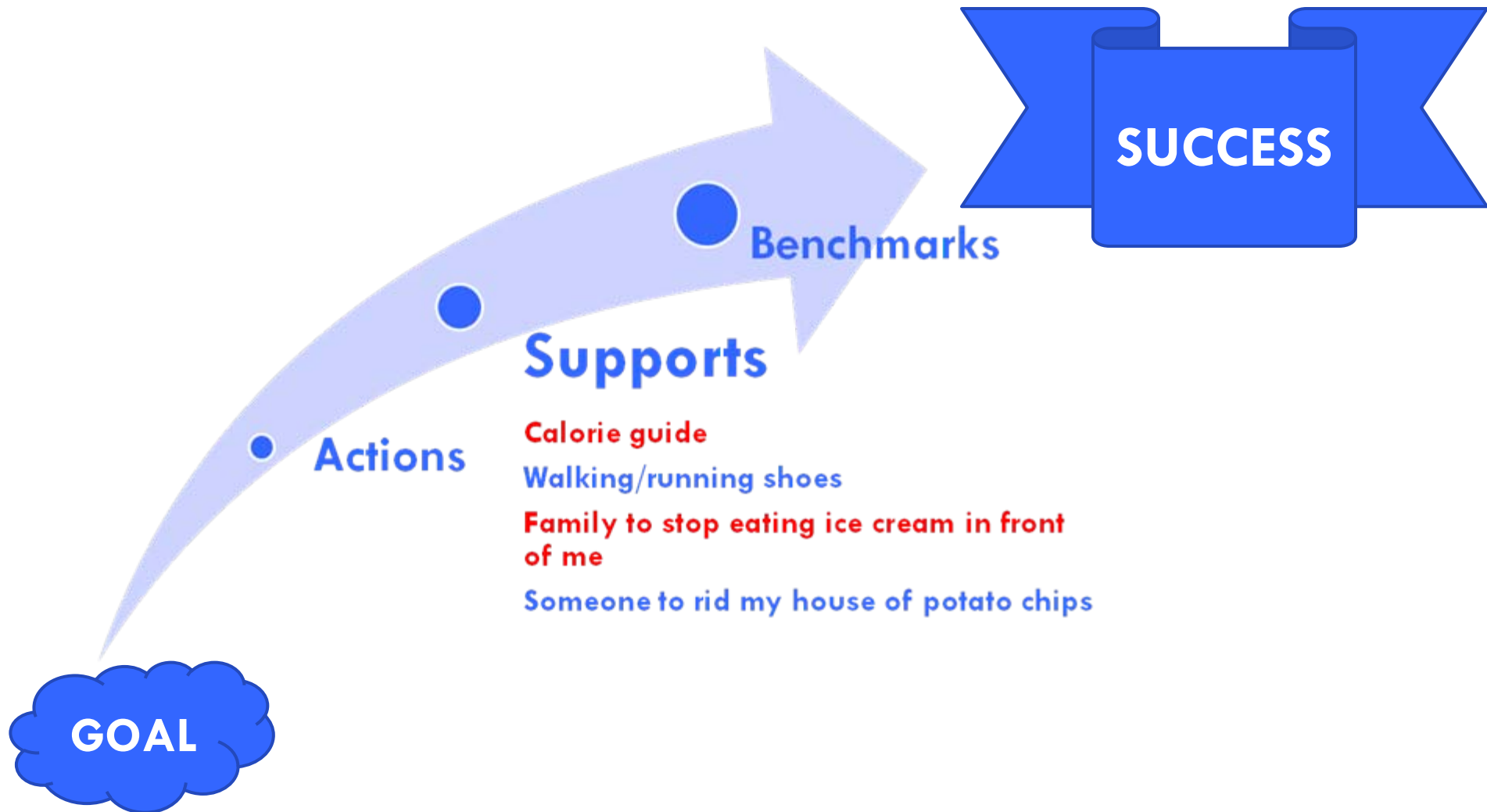
A S.M.A.R.T. goal isn't enough....



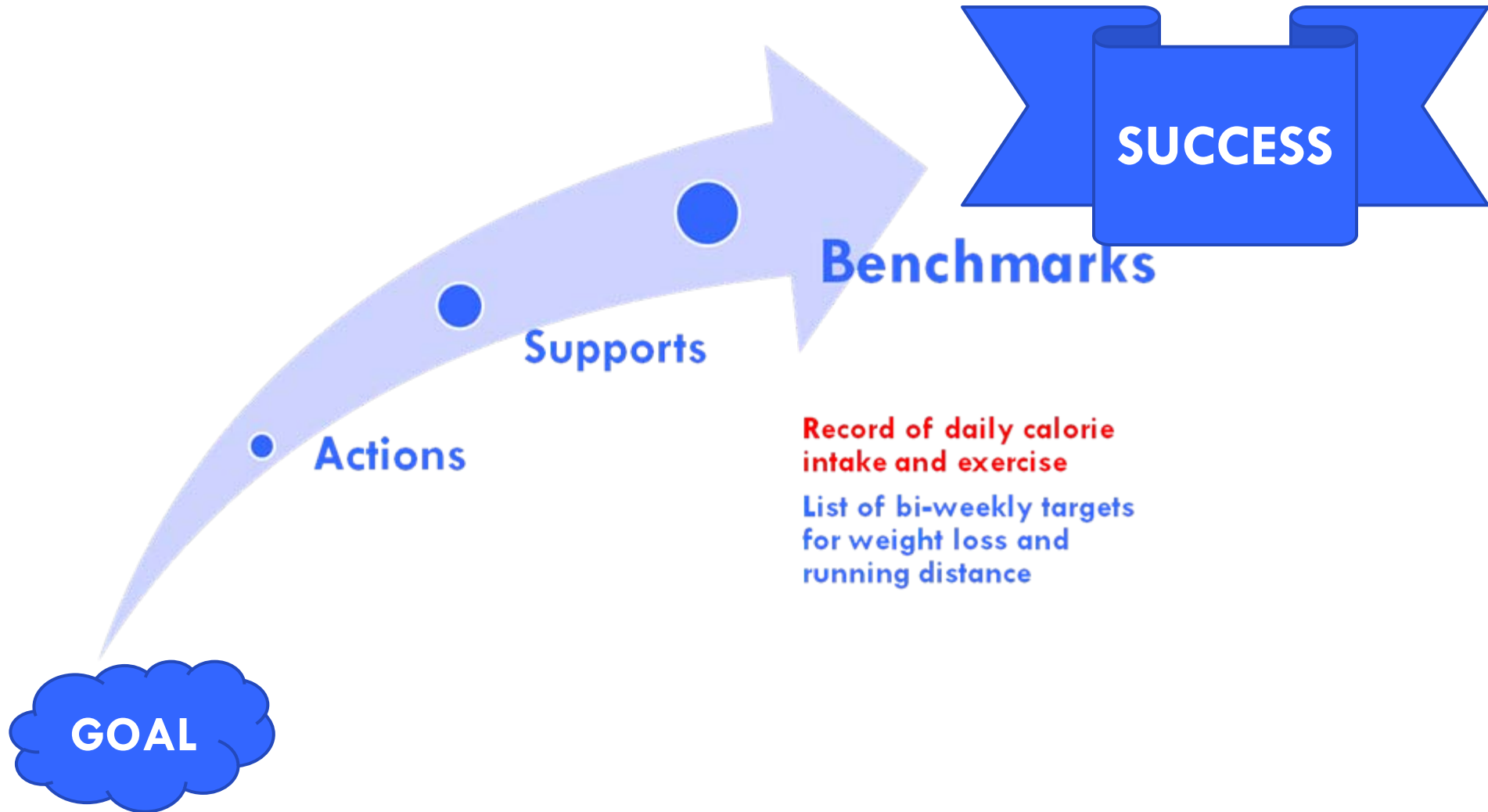
A S.M.A.R.T. goal isn't enough....



A S.M.A.R.T. goal isn't enough....



A S.M.A.R.T. goal isn't enough....



Your S.M.A.R.T. Goals and



For Evaluation you will need:

Professional Practice Goal

Plan to Achieve Professional Practice Goal

Student Learning Goal

Plan to Achieve Student Learning Goal

Your S.M.A.R.T. Goals and



For Evaluation you will need:

Professional Practice Goal – **Today's task**

Plan to Achieve Professional Practice Goal

Student Learning Goal

Plan to Achieve Student Learning Goal

Your S.M.A.R.T. Goals and



For Evaluation you will need:

Professional Practice Goal – **Today's task**

Plan to Achieve Professional Practice Goal – **October 10**

Student Learning Goal

Plan to Achieve Student Learning Goal

Your S.M.A.R.T. Goals and



For Evaluation you will need:

Professional Practice Goal – **Today's task**

Plan to Achieve Professional Practice Goal – **October 10**

Student Learning Goal

Plan to Achieve Student Learning Goal



Elementary

educators

October 17

Your S.M.A.R.T. Goals and



For Evaluation you will need:

Professional Practice Goal – **Today's task**

Plan to Achieve Professional Practice Goal – **October 10**

Student Learning Goal

Plan to Achieve Student Learning Goal



**Secondary
educators
faculty
meeting
time**



Goals for break-out sessions...

Step 1- In smaller groups you will review sample S.M.A.R.T. goals and revise if necessary

Step 2 – You will work with your team (when appropriate) to write a professional practice S.M.A.R.T. Goal that aligns to school and district goals

Step 3 – You will begin completion of the Goal Setting and Educator Plan form in Teach Point



Next Steps

Prior to October 10

- ▣ Evaluators will review all Professional Practice S.M.A.R.T. Goals and approve or offer suggestions for revision.

October 10 extended day PD

- ▣ Educators will work in school-based groups to put together Educator Plans that align with the professional practice S.M.A.R.T. Goals that have been established today



Next Steps

October 17 Release Day

- ▣ **Elementary educators will work with evaluators to set student learning goals and to write Educator Plans that align with the student learning goals**
- ▣ **Middle and High School faculty will work with Teaching Learning Alliance for Common Core PD**
- ▣ **All district educators will come together for discussion of overall rating formula and determination of future educator plans.**



Teach Point Technical Difficulties

Disappearing forms???

Solution.....Save as PDF as you proceed.

TeachPoint

Quabbin Regional School District

Test Teacher 1 | [Logout](#)

Test Teacher 1
Central Office

PDF

Done

MA Simple - 1. Quabbin Teacher Self-Assessment

Name: Test Teacher 1
School: Central Office

Evaluator: Self-Evaluation
Date: Sep 25, 2012 12:45 PM EDT

Share:

Standard I: Curriculum, Planning, and Assessment

The teacher promotes the learning and growth of all students by providing high-quality and coherent instruction, designing and administering authentic and meaningful student assessments, analyzing student performance and growth data, using this data to improve instruction, providing students with constructive feedback on an ongoing basis, and continuously refining learning objectives.

I-A-1. Subject Matter Knowledge

In the area below the rating scale, please list evidence that supports your rating.

Exemplary	Proficient	Needs Improvement	Unsatisfactory
Demonstrates expertise in subject	Demonstrates sound knowledge		Demonstrates limited knowledge



Break-out Session Locations

District Specialized Instructional Support Personnel Clinical Team, Nurses, Speech/Language Pathologists, Team Chairpersons, Psychologists, Guidance (except high school)	M213
District Music	H227
District Art	C220
Middle School Faculty	M201
High School Math	H226
High School Science	H130
High School English	H124
High School Social Studies	H121
High School Physical Education/Special Education	H118
High School World Language/NJROTC	H205
High School Guidance	Office Conference Room



Break-out Session Locations

District Specialized Instructional Support Personnel Clinical Team, Nurses, Speech/Language Pathologists, Team Chairpersons, Psychologists, Guidance	M213
District Music	H227
District Art	C220
Ruggles Lane Faculty	C109
Oakham/New Braintree Faculty	H203
Hardwick Faculty	C215
Hubbardston Faculty	M206