EDUCATOR EVALUATION
PROFESSIONAL DEVELOPMENT SESSION 1

OVERVIEW AND SELF-ASSESSMENT
Objectives

Teachers will:

- understand the QRSD teacher evaluation system development process.

- be able to distinguish the major differences between the former evaluation system and the new evaluation system.

- be familiar with the indicators and performance level descriptors in the evaluation rubric.

- be able to access their Teach Point account.

- be able to complete their self-assessment document in Teach Point.

- be able to appraise their own teaching practice based on the indicators in the rubric.
Structure of the day

I. Whole Group Instruction

II. Guided Practice in Small Groups

III. Independent Practice
Handouts

- PowerPoint (posted on website)
- Frequently Asked Question List/Session Evaluation
- Teach Point Instructions
Quabbin’s Plan Development

Committee Members

Sheila Muir co-chair
Assistant Superintendent

Dot Verheyen-Cudjoe co-chair
QRTA President – QRHS Teacher

Cindy Fensin
H.R. Manager

Danielle Stankaitis
QRMS Teacher

Sue Musnicki
QRMS School Principal

Ann Skrzypczak
Speech/Language Pathologist

Tricia Worthington
OCS/NBGS Principal

Chris Carlson
Elementary Teacher (HES)

Jason Gilmartin
QRHS Assistant Principal

Matt Shorten
QRHS Special Education Teacher
Process

- Committee Meetings – January-June 2012
- QRTA Ratification – June 2012
- School Committee Ratification – Sept 2012
- Administrator and QRTA Training – August 2012
- Submission to DESE – September 2012
- Teacher Training – September 12 and 26, 2012
Ongoing System Development

Evaluation Committee meetings for Phase II (Including Student Achievement Data) Development and Implementation Monitoring begin in October 2012
Educators matter; but too often evaluation of educators doesn’t matter enough

Too often principals and teachers experience evaluations as:

- **Passive**: done to them rather than with them
- **Superficial**: based on very little evidence or conversation
- **Ritualistic**: emphasis on compliance and “dog and pony” shows
- **Missing the mark**: not adequately focused on student learning
Effective teachers and leaders matter

- No other school-based factor has as great an influence on student achievement as an effective teacher.

- Effective leaders create the conditions that enable powerful teaching and learning to occur.

Therefore,

- Ensuring that every child is taught by effective teachers and attends a school that is led by an effective leader is key to addressing the achievement gap.
Major Difference #1

There are no "on" and "off" years.

Observation, data collection and feedback are continuous throughout the evaluation cycle.
Major Difference #2

5 Step Evaluation Cycle

- Self-Assessment
- Analysis, Goal Setting & Plan Development
- Continuous Learning
- Implementation of the Plan
- Formative Assessment / Evaluation
- Summative Evaluation
Major Difference #3

Use of Student Achievement Data

Phase II

Not Until 2013-2014 at the earliest
Major Difference #4

Use of Parent/Student Feedback

Phase III

Not Until 2013-2014 at the earliest
Feasibility still under investigation by DESE and Board of Education
## Major Difference # 5

<table>
<thead>
<tr>
<th>OLD Principles of Effective Teaching</th>
<th>NEW Teacher Performance Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Currency in the Curriculum</td>
<td>1. Curriculum, Planning &amp; Assessment</td>
</tr>
<tr>
<td>2. Effective Planning &amp; Assessment of Curriculum &amp; Instruction</td>
<td>2. Teaching All Students</td>
</tr>
<tr>
<td>4. Effective Instruction.</td>
<td>4. Professional Culture</td>
</tr>
<tr>
<td>5. Promotion of High Standards &amp; Expectations for Students Achievement.</td>
<td>(These 4 standards are expanded into over 30 indicators in the evaluation rubric)</td>
</tr>
<tr>
<td>6. Promotion of Equity &amp; Appreciation of Diversity</td>
<td></td>
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<tr>
<td>7. Fulfillment of Professional Responsibilities</td>
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</table>
## Major Difference #6

**PERFORMANCE RATINGS**

<table>
<thead>
<tr>
<th>OLD Summative Ratings</th>
<th>NEW Performance Ratings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meets Standard</td>
<td>Exemplary</td>
</tr>
<tr>
<td>Needs Improvement</td>
<td>Proficient</td>
</tr>
<tr>
<td></td>
<td>Needs Improvement</td>
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<td></td>
<td>Unsatisfactory</td>
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</table>
### Major Difference #7

#### Rubric

<table>
<thead>
<tr>
<th>III-B Elements</th>
<th>Exemplary</th>
<th>Proficient</th>
<th>Needs Improvement</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>III-B-1. Learning Expectations</td>
<td>Successfully <strong>conveys</strong> to most parents student learning and behavior expectations. Is able to <strong>model</strong> this element.</td>
<td>Consistently provides parents with clear, user-friendly expectations for student learning and behavior.</td>
<td>Sends home <strong>only a list</strong> of classroom rules and the learning outline or syllabus for the year.</td>
<td>Does not inform parents about learning or behavior expectations.</td>
</tr>
</tbody>
</table>
Major Difference #8

Earning Professional Teacher Status (PTS)

To move from NPTS (Non-professional teacher status) to PTS (Professional Teacher Status) an educator must be proficient in every standard.

All regulations regarding years of service for PTS remain the same.

Teachers who have PTS will not lose PTS under the
Major Difference #9

Shared responsibility for educator evaluation
Evaluator Responsibilities

- Approving and monitoring teacher goals
- Making resources and supports available
- Identifying artifacts/evidence
- Observing practice and providing regular and specific feedback on performance
- Monitoring progress – including midpoint check-ins.
Educator Responsibilities

- Goal Setting

- Identifying, collecting & organizing artifacts/evidence related to goal progress

- Documenting action steps completed

- Collecting and submitting evidence related to:
  - Standard III (Active outreach to families)
  - Standard IV (Fulfillment of professional responsibilities and growth)
| Pre-Observation Conferences | Post-Observation Conferences |
Major Difference #10

Pre-Observation Conference

Post-Observation
Conferecnes
Major Difference #10

Observations will be:

- more frequent
- shorter in duration
- unannounced
Major Difference #11

- Alternative Evaluation Options will no longer replace observation based evaluation.

- Participation in activities such as those formerly used for alternative evaluation options can be used by educators as evidence of activities to support meeting teacher goals.
Each educator will complete a self-assessment at the beginning of every evaluation cycle.
Implementation Begins Today

STEP 1

Self-Assessment

Continuous Learning

Summative Evaluation

Analysis, Goal Setting & Plan Development

Formative Assessment / Evaluation

Implementation of the Plan
Self-Assessment Timeline

Must be completed by October 1

or

within 4 weeks of the start of employment for any new educator
Quabbin teachers will use the appropriate educator rubric to rate themselves.

Use of the rubric for self-assessment is intended to help educators:

- to familiarize themselves with the evaluation rubric and rating descriptors
- to identify areas that have potential to be professional practice goals
What happens with the Self-Assessment?

Your evaluator(s) will review it and may discuss it with you if they have questions.

You will consider it as you set your professional practice goals.
What is Teach Point?

- Secure online system for managing educator evaluation provided free of charge to all French River member districts
- Accounts are password protected
- Paperless – Allows for sharing and signing of documents electronically
Using Teach Point

Please refer to Teach Point Access Instructions Handout

Step 1: Go to Quabbin Home Page
Select Staff
Select Teach Point from the drop down menu
Continuous Learning and Professional Growth

- Self-Assessment
- Analysis, Goal Setting & Plan Development
- Implementation of the Plan
- Formative Assessment / Evaluation
- Summative Evaluation

Continuous Learning