



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

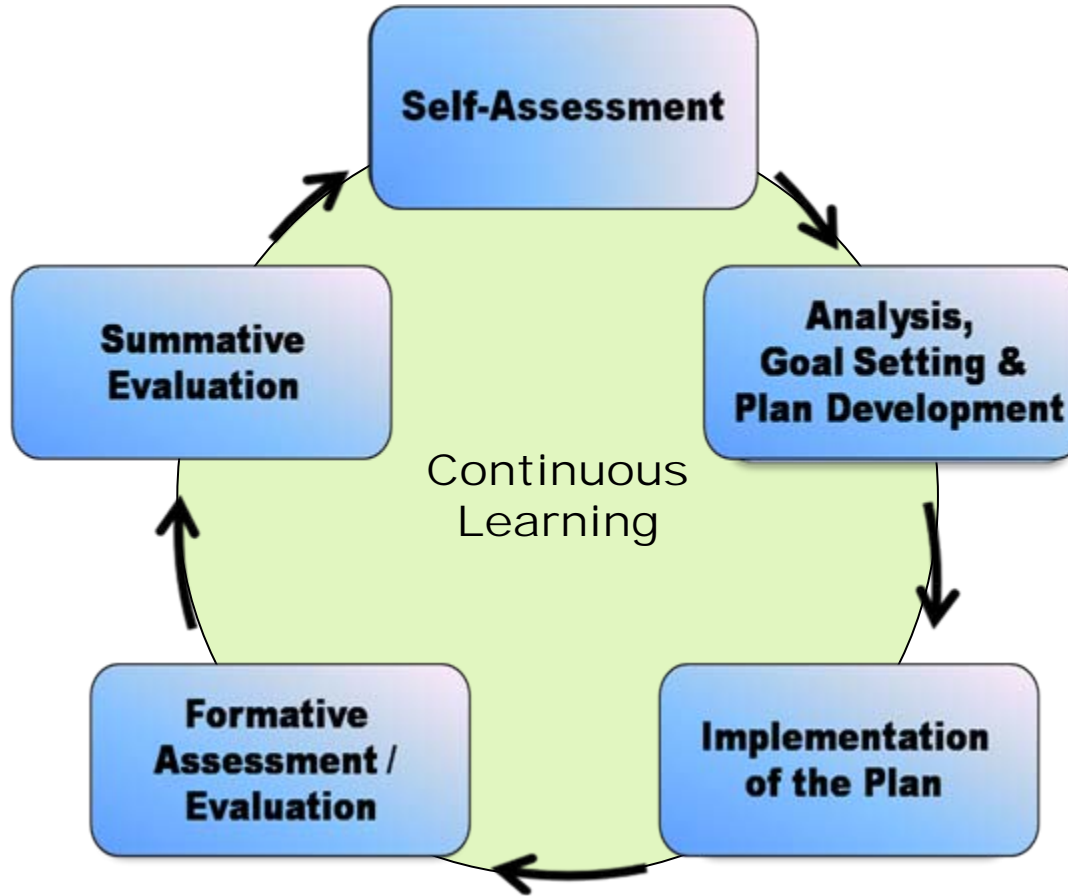
There are no “on” and “off” years.

Observation, data collection and feedback are continuous throughout the evaluation cycle.



Major Difference #2

5 Step Evaluation Cycle





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

OLD Principles of Effective Teaching

1. Currency in the Curriculum
2. Effective Planning & Assessment of Curriculum & Instruction
3. Effective Management of Classroom Environment
4. Effective Instruction.
5. Promotion of High Standards & Expectations for Students Achievement.
6. Promotion of Equity & Appreciation of Diversity
7. Fulfillment of Professional Responsibilities

NEW Teacher Performance Standards

1. Curriculum, Planning & Assessment
 2. Teaching All Students
 3. Family & Community Engagement
 4. Professional Culture
- (These 4 standards are expanded into over 30 indicators in the evaluation rubric)



Major Difference #6

PERFORMANCE RATINGS

<u>OLD</u> Summative Ratings	<u>NEW</u> Performance Ratings
Meets Standard	Exemplary
Needs Improvement	Proficient
	Needs Improvement
	Unsatisfactory



Major Difference #7

Rubric

III-B Elements	Exemplary	Proficient	Needs Improvement	Unsatisfactory
III-B-1. Learning Expectations	Successfully conveys to most parents student learning and behavior expectations. Is able to model this element.	Consistently provides parents with clear, user-friendly expectations for student learning and behavior.	Sends home only a list of classroom rules and the learning outline or syllabus for the year.	Does not inform parents about learning or behavior expectations.



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*)**



Major Difference #10

**Pre-Observation
Conferences**

**Post-Observation
Conferences**



Major Difference #10





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.**



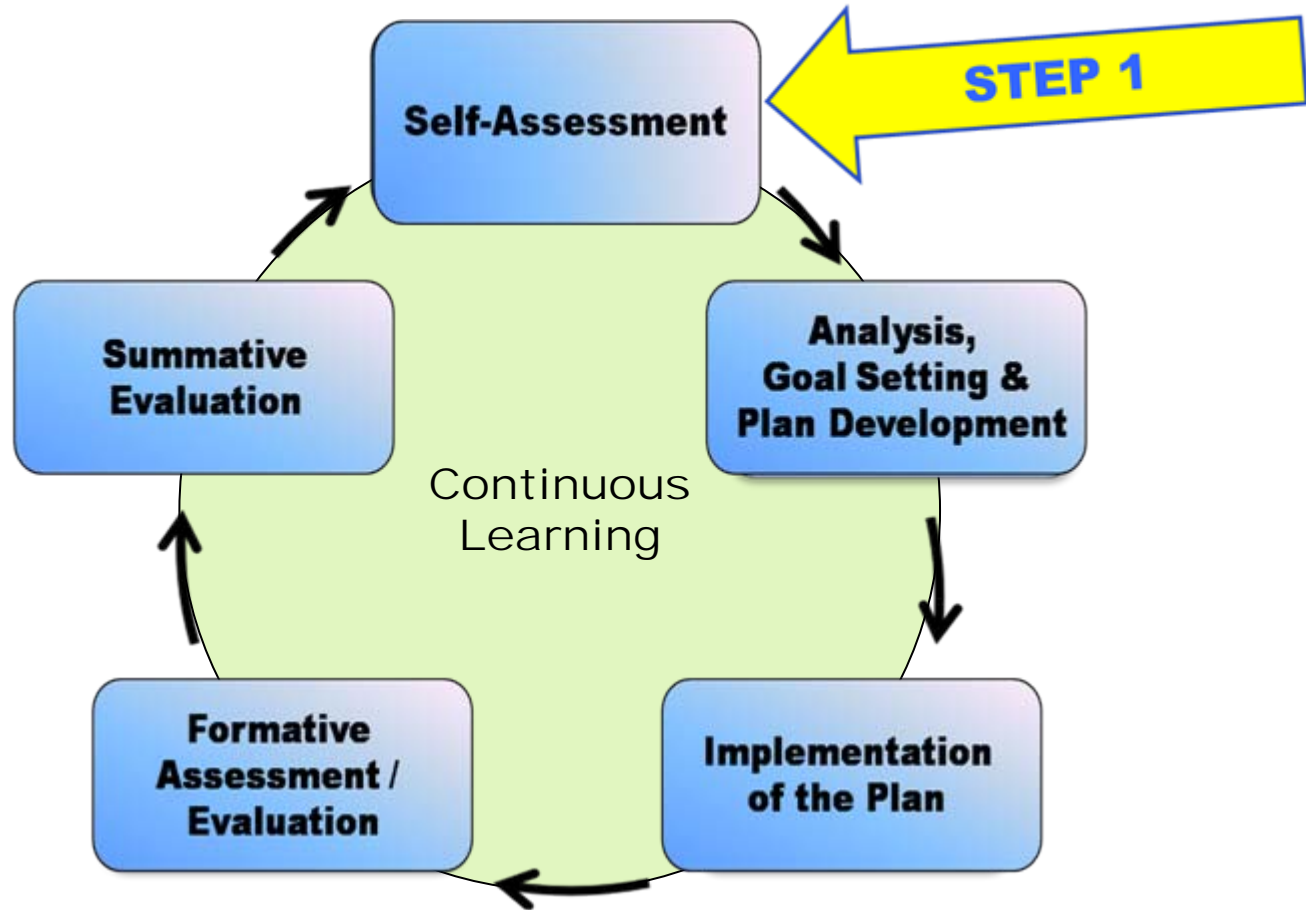
Major Difference #12

Self-Assessment

Each educator will complete a self-assessment at the beginning of every evaluation cycle.



Implementation Begins Today





Self-Assessment Timeline

Must be completed by October 1

or

within 4 weeks of the start of employment for
any new educator



Self-Assessment

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

