

NEW TEACHER/PRINCIPAL EVALUATION

Why the change?

In 2012 the state legislature passed ESSB 5895 which requires all Washington schools adopt the new evaluation process and model.

The new evaluation

- Describes what research over the past 25 years has determined to be effective means to achieving student learning
- Provides opportunity for staff to reflect and have professional conversations about teaching and learning.
- Measures growth along a continuum over time instead of labeling a performance.
- Better articulates and reflects our current practice. We already use a 4 point rubric and value professional growth over labeling performance.
- Defines evaluation as an ongoing process of professional growth

Woodland's beliefs regarding professional growth have NOT changed

While there are many reasons to measure teacher and principal effectiveness, in Woodland we believe the **ultimate goal** of all measures should be **to improve teaching and learning**. We believe that professional conversation is the most powerful approach to promote teacher learning, and that these conversations must be grounded in an instructional framework that informs and identifies effective practices that improve student learning. Reflective conversation about practice requires us to understand, analyze and respond to student learning in the classroom.

Therefore teacher evaluations should:

- Focus on learning
- Support growth
- Guide instruction
- Be a collaborative process between teachers and administrators

Recent Decisions

Over the course of the summer and fall a committee comprised of both union and administrative staff met to review the three State models districts may choose from to articulate the evaluation continuum. Upon reviewing the three models the committee unanimously recommends the Danielson Rubric as our district evaluation tool. Below are the reasons the committee recommends the Danielson rubric.

- Our current evaluation is based on Danielson's model
- Danielson's model offers most opportunity for reflection and growth
- Descriptions in the continuums are thorough and commonly understood

Time Line

| Who will be involved? | What will they be doing? | When? |
|------------------------------|---|------------------|
| Steering Committee | Select and recommend a new evaluation model from the three proposed by the state. | Fall 2012 |
| Phase One Teachers | Receive training regarding the new evaluation | 2013 |
| Phase One Teachers | Pilot the new evaluation model and process | 2013-2014 |
| Phase Two Teachers | Use the new evaluation model | 2014-2015 |
| All Teachers | Receive training regarding the new evaluation | 2014-2015 |
| All Teachers Principals | District-wide implementation of new evaluation | 2015-2016 |

How you can stay informed

For more information and updates visit our district website. <http://www.woodlandschools.org/?q=node/11310>

Snapshot Comparison

| OLD Evaluation Model | NEW Evaluation Model To be fully implemented in 2015-2016 |
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| Provisional Status lasted 2 years | Provisional Status will last 3 years |
| 2 Point State Rubric <ol style="list-style-type: none"> 1. Unsatisfactory 2. Satisfactory Woodland rubric included 4 points <ol style="list-style-type: none"> 1. Unsatisfactory 2. Approaches Standard 3. Meets Standard 4. Exceeds Standard | 4 Point State Rubric <ol style="list-style-type: none"> 1. Unsatisfactory 2. Basic 3. Proficient 4. Distinguished |
| "Long Form" | Comprehensive Evaluation To occur at least once every 4 years for all staff and for all provisional and any classroom teachers not on level 3 or 4. |
| "Short Form" | Focused Evaluation Includes an assessment of 1 of the 8 criteria. Student growth rubrics from one of the three criteria (3,6,8) |
| 7 State Criteria <ol style="list-style-type: none"> 1. Instructional skill 2. Classroom management 3. Professional preparation and scholarship 4. Effort toward improvement when needed 5. Handling of student discipline and attendant problems 6. Interest in teaching pupils 7. Knowledge of subject matter Woodland Criteria also included <ol style="list-style-type: none"> 8. Professionalism | 8 State Criteria <ol style="list-style-type: none"> 1. Centering instruction on high expectations for student achievement 2. Demonstrating effective teaching practices 3. Recognizing individual student learning needs and developing strategies to address those needs. 4. Providing clear and intentional focus on subject matter content and curriculum 5. Fostering and managing a safe, positive learning environment 6. Using multiple student data elements to modify instruction and improve student learning 7. Communicating and collaborating with parents and school community 8. Exhibiting collaborative and collegial practices focused on improving instructional practice and student learning |
| Educator Evaluation Data was not submitted to OSPI | Educator Evaluation Data must be submitted to OSPI for all employee groups |
| Evidence was collected across the year by the evaluator. In Woodland the teacher also had | Evidence can include observation, artifacts and may be submitted by teachers as well as evaluators, and not limited to 2 formal observations but also over the course of the year. |

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| the opportunity to provide evidence and artifacts | |
| Summative ratings were determined locally. | <p>Criterion ratings will be determined locally.</p> <p>Summative rating will be determined according to rules and methods outlined by the state.</p> |
| Descriptions of the evaluation were articulated locally. | Descriptions of the criteria must be articulated by one of three models- Woodland has chosen Danielson's model. |
| <p>The State Criteria did not directly address the impacts teachers and principals have on student learning.</p> <p>Did not include student growth measures.</p> | <p>Law states "Student <u>growth data</u> that is relevant to the teacher must be a factor in the evaluation process and must be based on <u>multiple measures</u> that can include classroom-based, and state-based tools. Student growth means the change in student achievement <u>over time</u>."</p> <p>Student growth data elements may include the teacher's performance as a member of a grade-level, subject matter, or other instructional team within a school when the use of this data is relevant and appropriate.</p> |
| <p>Satisfactory Status</p> <p>No "summative score" was given</p> | <p>Satisfactory Status</p> <p>Summative score between 2-3 for 5 or more years results in a Satisfactory Performance</p> <p>Summative score between 1-2 for 1-5 years results in an Unsatisfactory Performance</p> |

As this new initiative is being implemented there are still a few unknowns being vetted out at the State level. At this point in time, this is what we know. This table is also on our district website. As we receive more clarification from the State the table will be updated on the website.

| KNOWN | UNKNOWN |
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| WHEN | |
| Full implementation is required by 2015-2016 | |
| <p>Beginning implementation requires administrators evaluate probationary and provisional teachers in 2013-2014.</p> <p><i>We are considering an additional few volunteers for the 2013-2014 year.</i></p> | |
| Per the passage in ESSB 5895, OSPI has until December 1st, 2012 to adopt rules to provide a common methodology for getting to the final score and adopt rules describing level of the performance ratings. | |
| HOW | |
| The evaluation will be informed with "multiple measures" collected by both the evaluator and teacher. | What measures of student achievement or growth will be used to inform this summative score? |

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| | Will these be determined at the state or district level? |
| An element of student performance (both achievement and growth) will be included in the summative performance score for both teachers and principals. | What rules and methodology will be used to determine the final evaluation score or 1,2,3,4? |
| WHO | |
| All principals will be evaluated according to new criteria and rubric. | |
| All <u>classroom teachers</u> will be evaluated according to this new criteria and rubric. | Who will participate in the 2014-2015 school year? <i>We will seek volunteers to participate in the 2014-2015 school year. (Roughly 1/3).</i> How will other certificated staff (Psychs, nurses, counselors etc.) be evaluated? |

| Key Terms | Definitions |
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| Multiple Measures and Evidence | The measures and evidence are used to determine the “teachers performance along a continuum that indicates the extent to which the criteria have been met or exceeded.” The measures used in the evaluation system should have strong correlation to the criteria being evaluated. There are four areas under the measures of evidence section. 1. Classroom observation 2. Teacher self-assessment 3. Student growth data 4. Other measures/evidence |
| Focused Evaluation | Includes an assessment of 1 of the 8 criteria. Student growth rubrics from one of the three criteria (3,6,8) |
| Comprehensive Evaluation | To occur at least once every 4 years for all staff and for all provisional and any classroom teachers not on level 3 or 4. |
| Student growth (learning) | The growth in subject matter knowledge, understandings, and skill over time. |
| Student achievement | The status of subject matter knowledge, understandings and skills at one point in time. |