



Introduction to Teacher Evaluation

August 23, 2016

Purpose of Session

To Introduce New
Certified Staff to the
Waterbury Teacher
Evaluation Plan

About the Development of the Waterbury Plan

- Developed in Spring 2013 by Professional Development Committee
- Implemented in 2013-14 School Year
- Revised in Spring 2014
- Compliant with Guidelines Approved by the CT State Board of Education
- Modification of the State's *SEED* Model Plan

PURPOSE OF TEACHER EVALUATION

The purpose of the evaluation model is to fairly and accurately evaluate teacher performance and to help each teacher strengthen his/her practice to improve student learning.

DESIGN PRINCIPLES

- *Consider multiple, standards-based measures of performance*
- *Minimize the variance between school leaders' evaluations of teacher practice and support fairness and consistency within and across schools*
- *Foster dialogue about student learning*
- *Encourage aligned professional development, coaching and feedback to support teacher growth*

Multiple Measures of Teacher Performance

Teacher Practice (50%)

Observation of teacher practice and performance (40%)

Stakeholder (parent) feedback (10%)

Student Outcomes (50%)

Student Growth and Development (45%)

Whole School Learning (5%) in the absence of SPI, all 50% will be in the above category.

Timeline for Teacher Evaluation Activities

By October 31

Orientation to Process
Teacher Reflection
Goal Setting Conference

January-February

Review goals and progress
Mid Year Conference

By June 1

Self-Assessment
Final Conference
Rating



Ratings

- 4 Exemplary – Substantially exceeding indicators of performance
- 3 Proficient – Meeting indicators of performance
- 2 Developing – Meeting some indicators of performance but not others
- 1 Below Standard – Not meeting indicators of performance

Evaluators

- In most cases, your principal or assistant will be your prime evaluator
- Evaluators have received training and practice in the evaluation program

Multiple Measures of Teacher Performance

Teacher Practice
(50%)

Observation of teacher
practice and
performance
(40%)

Stakeholder (parent)
feedback
(10%)

Student
Outcomes (50%)

Student Growth and
Development
(45%)

Whole School Learning
(5%) in the absence of
SPI, all 50% will be in
the above category.

Observation of Practice-40%

- Teachers in 1st/2nd year of service to District receive at least 3 formal observations and 3 informal observations.
- Formal observations include a pre-conference and last at least 30 minutes.
- All observations are followed up with feedback(conference/written).
- Evaluators provide ratings on observed indicators for formative purposes.
- The CCT Rubric for Effective Teaching 2014 is the basis for evaluating the data/evidence.

Reviews of Practice (non-observational)

Evidence of practice also gathered through non-observational opportunities such as:

- reviews of plans

- reviews of assessments

- data team meetings

- PLC's

- call logs

- etc.

Rating the Observation of Practice

- The evaluator holistically evaluates all evidence relating to each of the 12 CCT indicators and assigns a score of 1-4 for each.
- The evaluator averages the scores within each domain to the nearest tenth for an overall domain score from 1-4
- Evaluator averages domains for an overall practice rating.

(technology provides assistance with these calculations)

Performance and Practice Goal

- Each teacher also sets a mutually agreeable performance/practice goal each year.
- The goal is not rated discretely, but rather contributes to the overall evidence collected.
- The goal provides a focus for growth for the teacher.

Multiple Measures of Teacher Performance

Teacher Practice
(50%)

Observation of teacher
practice and
performance
(40%)

Stakeholder (parent)
feedback
(10%)

Student
Outcomes (50%)

Student Growth and
Development
(45%)

Whole School Learning
(5%) in the absence of
SPI, all 50% will be in
the above category.

Stakeholder Feedback

- Each school administers a parent survey.
- The principal selects an improvement target for the school.
- Each teacher identifies strategies to help meet target.
- Each teacher is rated (1-4) as to how successfully the strategies were implemented

Multiple Measures of Teacher Performance

Teacher Practice (50%)

Observation of teacher practice and performance (40%)

Stakeholder (parent) feedback (10%)

Student Outcomes (50%)

Student Growth and Development (45%)

Whole School Learning (5%) in the absence of SPI, all 50% will be in the above category.

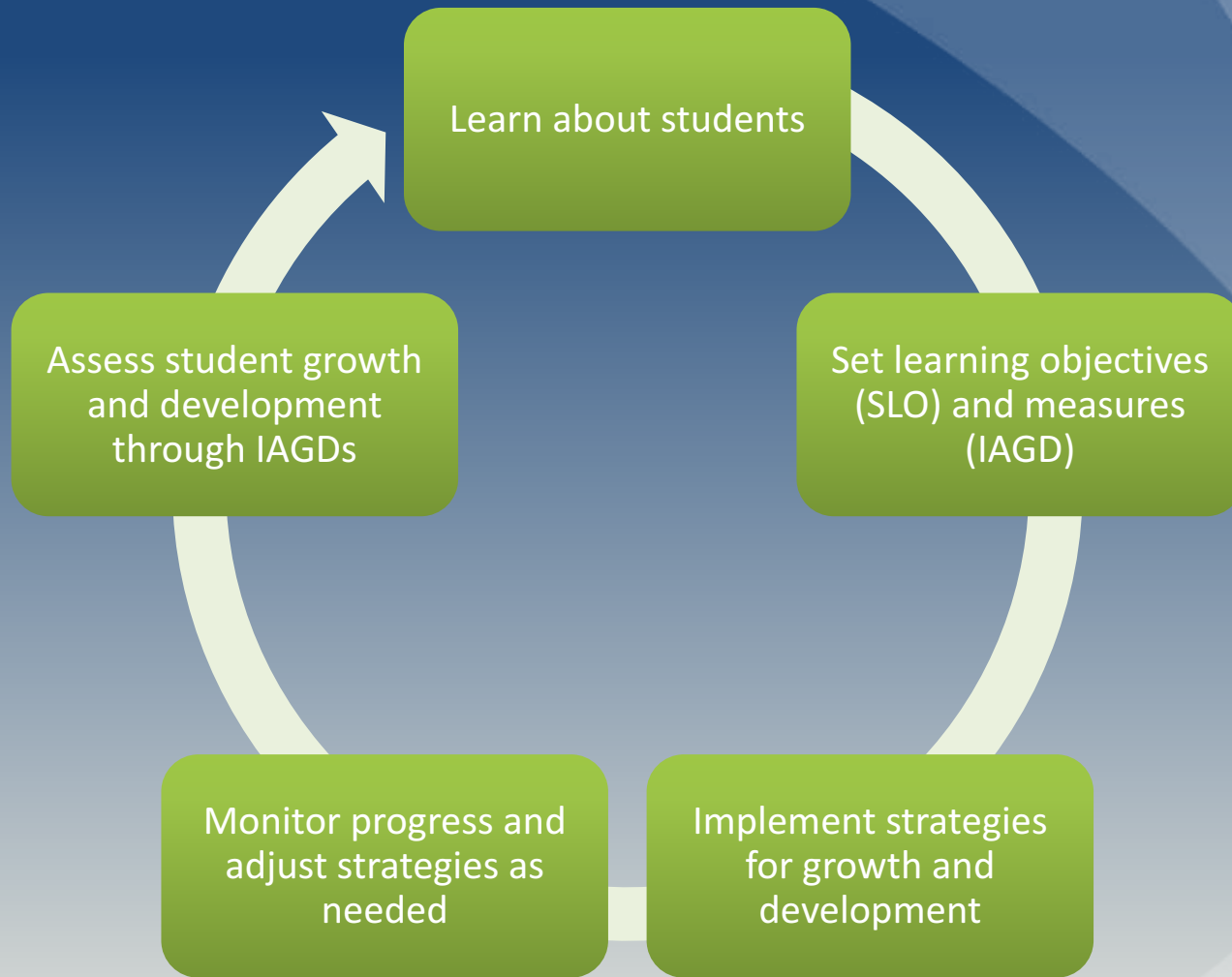
Student Growth Through SLOs

- Connecticut has selected a goal-setting process called Student Learning Objectives (SLOs) as the approach for targeting student growth during the school year. SLOs are specific and measureable targets.
- The measurement of SLOs is done through Indicators of Academic Growth and Development (IAGDs). An IAGD is a measure used to determine SLO attainment.

The “How To” of an SLO

- Step 1: Learn about this year’s students (prior grades, end of year tests, benchmark assessments)
- Step 2: Set objectives for student learning (SLOs) and determine measurement indicators (IAGDs)
- Step 3: Develop and implement strategies to meet targets
- Step 4: Monitor students’ progress and adjust strategies as needed
- Step 5: Assess student learning through pre-determined indicators

Steps for Developing and Implementing Student Learning Objectives



SLO Requirements

- Each teacher will write two SLOs.
- Teachers whose students take a standardized assessment will create one SLO based on standardized indicators and one SLO based on a minimum of one non-standardized indicator.
- All other teachers will develop their two SLOs based on non-standardized indicators.

Definition of Standardized Indicators

- Administered and scored in a consistent – or “standard” – manner;
- Aligned to a set of academic or performance “standards;”
- Broadly-administered (e.g., nation-or statewide);
- Commercially-produced; and
- Often administered only once a year, although some standardized assessments are administered two or three times per year.

Sample SLOs Standardized

Advanced Placement Chemistry

- An increased percent of students will earn credit in my advanced placement chemistry course. (SLO)
- At least 80% of the students enrolled in advanced placement chemistry will take the AP exam and score a 3 or better. (IAGD)

Sample SLO-Non Standardized Indicators

High School Visual Arts

- My students will demonstrate proficiency in applying the five principles of drawing. (SLO)
- 85% of students will attain a 3 or 4 in at least 4 of 5 categories on the principles of drawing rubric designed by visual arts teachers in our district. (IAGD)

SLO Approval Criteria

- Priority of Content
- Quality of Indicators
- Rigor of Objective/Indicator
- Objective is deeply relevant to teacher's assignment and addresses a large proportion of his/her students.
- Indicators provide specific, measurable evidence. The indicators provide evidence about students' progress over the school year or semester during which they are with the teacher.
- Objective and indicator(s) are attainable but ambitious and taken together, represent at least a year's worth of growth for students (or appropriate growth for a shorter interval of instruction).

Rating SLOs

| Rating | Quantitative Value | Characteristics |
|---------------|--------------------|--|
| Exceeded | 4 | All or most of the students met or substantially exceeded the target(s) contained in the indicators. |
| Met | 3 | Most students met the target(s) contained in the indicators within a few points on either side of the target(s). |
| Partially Met | 2 | Many students met the target(s) but a notable percentage missed the target by more than a few points. However, taken as a whole, significant progress towards the goal was made. |
| Did Not Meet | 1 | A few students met the target(s) but a substantial percentage of students did not. Little progress toward the goal was made. |

Multiple Measures of Teacher Performance

Teacher Practice (50%)

Observation of teacher practice and performance (40%)

Stakeholder (parent) feedback (10%)

Student Outcomes (50%)

Student Growth and Development (45%)

Whole School Learning (5%) in the absence of SPI, all 50% will be in the above category.

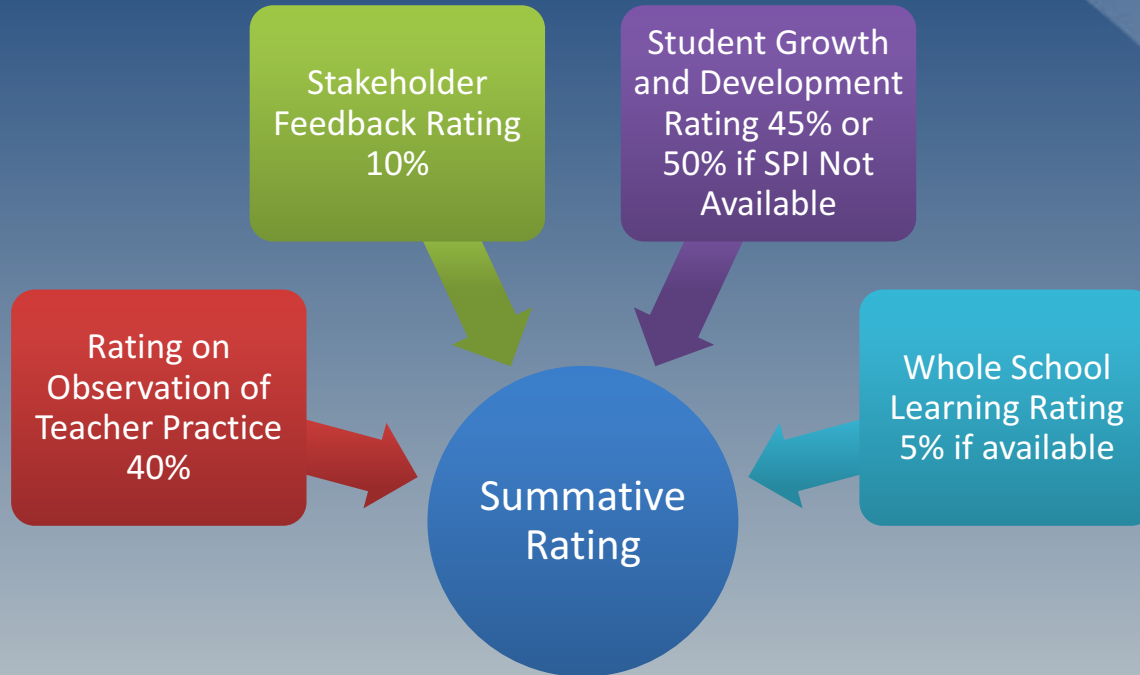
Whole School Learning Indicator- 5%

The whole school learning indicator is a measure of success of the entire school. It is based on an index known as the SPI (School Performance Index).

Because state testing in spring 2014 was focused on piloting of the SBAC and no reportable results will be received, schools will not have an SPI for 2014.

For the 2014-15 year, the student outcome portion of teacher evaluation will be based entirely on the SLOs.

Summative Rating



Sample Calculation-Practice

| Category | Score (1-4) | Weight | Points |
|---|-------------|--|--------|
| Observation of Teacher Performance & Practice | 3.2 | 40 | 128 |
| Parent Feedback | 4 | 10 | 40 |
| | | TOTAL TEACHER PRACTICE INDICATORS POINTS | 168 |

The total points are then compared to this table to determine the overall practice level:

| Total Teacher Practice Indicators Points | Practice Rating |
|--|-----------------|
| 50-80 | Below Standard |
| 81-126 | Developing |
| 127-174 | Proficient |
| 175-200 | Exemplary |

Sample Calculation-Outcome Section

| Category | Score (1-4) | Weight | Points |
|---------------------------------|-------------|---|--------|
| Student Growth (SLOs) | 3 | 45 —50 | 150 |
| Whole School Learning Indicator | | 5 | |
| | | TOTAL TEACHER OUTCOME INDICATORS POINTS | 150 |

The total points are then compared to this table to determine the overall outcome level:

| Total Teacher Practice Indicators Points | Practice Rating |
|--|-----------------|
| 50-80 | Below Standard |
| 81-126 | Developing |
| 127-174 | Proficient |
| 175-200 | Exemplary |

Summative Matrix for Final Rating

| Outcome | Practice | | | |
|-----------------------|------------------|-------------------|-------------------|-----------------------|
| | Exemplary | Proficient | Developing | Below Standard |
| Exemplary | Exemplary | Exemplary | Proficient | ** |
| Proficient | Exemplary | Proficient | Proficient | Developing |
| Developing | Proficient | Proficient | Developing | Developing |
| Below Standard | ** | Developing | Developing | Below Standard |

Other Important Features

- Dispute Resolution
- Remediation Plan
- EDReflect—data management system for Educator Evaluation
- Links for materials

[http://www.waterbury.k12.ct.us/content_page2.aspx?cid=800 /](http://www.waterbury.k12.ct.us/content_page2.aspx?cid=800/)
<http://goo.gl/9FQ8ak> (district website > staff > new teacher links)

Questions