



Introduction to Teacher Evaluation

August 22, 2017

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, 2015, 2016
- 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

Timeline for Teacher Evaluation Activities

By Approx. October 31

January-February

By June 1

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

Observation of Practice-40%

- Teachers in 1st/2nd year of service to District receive at least 3 formal observations and 1 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 2016 is the basis for evaluating the data/evidence.

Review 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 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.
(EdReflect Platform does the calculation)

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

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

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

Summative Rating

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)

IMPORTANT TAKEAWAY

- 3 Formals
- 1 Informal
- 1 Review of Practice
- Upload artifacts to EdReflect—(formerly Bloomboard)
- 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