Teacher Evaluation Update

Anclote High School 2014-15

Overview

❖ **Common Language**

❖ **Deliberate Practice**

❖ **MOU Details**

❖ **Scoring**

Common Language

❖ **Deliberate Practice**: employee driven professional growth plan than includes self-assessment, selection of a focus element, rating goal and detailed action steps for growth

  ❖ The full self-assessment is required in iObservation

  ❖ The beginning point for the DP rating will be driven from the self-assessment

  ❖ Employees may choose any element they rate themselves as beginning or developing on the self-assessment

  ❖ The supervising administrator reviews the employee's plan and provides coaching where necessary

  ❖ DP scores are additive or 'extra credit' and will be added to the observation score

Common Language

❖ **Observation**: the act of observing an employee's performance

   ❖ *Informal* – observation generally lasts 15-20 minutes and should be unannounced. Must be documented in iObservation

   ❖ *Formal* – observation is conducted within a one week window with administrator notification and lasts approximately 50 minutes. Cycle includes both a pre (Planning) and post (Reflection) conference. Must be documented in iObservation.

   ❖ *Walkthrough* – observation generally lasts less than 10 minutes and should be unannounced. May be documented in iObservation, but is always non-evaluative.

Common Language

❖ **Status Score**: score generated from observation results from Domains 1-4 and does not include DP score. Domain 1 (70%), Domain 2 (15%), Domain 3 (10%), and Domain 4 (5%).

❖ **Instructional Practices Score:** score that combines the status score and DP score. Represents 50% of Summative Score

❖ **Student Growth Score:** score based on student assessment performance. Represents 50% of Summative Score

❖ **Evaluation Score:** also known as the Summative Score; score made up of the Instructional Practices Score and Student Growth Score

❖ **Observation vs. Evaluation:** Employees may have multiple observations, but only one evaluation per year

Deliberate Practice

Classroom Teachers can begin the Deliberate Practice process. Non-Classroom will be notified when their Self-Assess is available in iObservation.

❖ Complete the Self-Assessment in iObservation

❖ Select one Focus Element, scored at Beginning or Developing

❖ Create Action Plan Steps

❖ Submit to Supervising Administrator for approval

❖ Administrator will review and approve plans prior to conducting an Informal Observation

MOU Details

❖ All teachers will receive two informal observations for Domain 1. Only elements that are observed will be scored in iObservation.

❖ Teachers who meet the criteria for only two Informals and both Informals are scored as Effective or higher will have both of the Informals count as evaluative.

❖ Teachers who score less than Effective on at least one of their Informal observations will then require one Formal observation. In this situation, the two Informals will revert to non-evaluative and the Formal will be evaluative. In this situation, the teacher may not request a second Formal observation.

MOU Details

❖ First year teachers, teachers new to Pasco, and those who scored less than Effective for their <u>Status Score</u> during the 13-14 school year will receive one Formal observation, in addition to two Informal observations. In this situation, the two Informals will be non-evaluative and the Formal will be evaluative.

❖ Teachers who require an automatic Formal observation and score less than Effective may request an additional Formal observation. If a second Formal is requested the second will count as evaluative and the first will revert to non-evaluative.

MOU Details

❖ All teachers will receive one informal observation record for Domain 2, 3, and 4. All elements in these domains will be scored in iObservation over the course of the year.

❖ Teachers have one 'pass' on Informal observations. If an administrator enters the room to conduct an observation and the teacher feels the observation will result in a less than Effective rating, the teacher can ask the administrator to come back another day. This action may only be used one time per teacher. (Supervising Administrators will communicate a cue so teachers will know an Informal or Formal is being conducted.)

MOU Summary

Teacher Category	Evaluative	Non-Evaluative
Category 1: First Year	1 Formal	2 Informals
Category 2: New-to-Pasco	1 Formal	2 Informals
Category 3: Developing/Needs Improvement from 13-14	1 Formal	2 Informals
Category 4: Experienced, Effective or Higher from 13-14	2 Informals	

❖ If a Category 1-3 teacher scores less than Effective on the evaluative, Formal observation, he/she may request a second Formal observation. If a second Formal is requested, the evaluator will edit the first Formal to reflect non-evaluative.

❖ If a Category 4 teacher scores less than Effective on either of his/her two Informal observations, he/she must have a Formal, evaluative observation. The evaluator will edit the two Informals to reflect non-evaluative. A second Formal may not be requested.

Summative Evaluation Score

❖ **Status Score Component**

    ❖ *Highly Effective* – at least 60% of scorable elements at Level 3 (Applying) or higher and no scorable elements at Levels 0 or 1 (Beginning and/or Not Using).

    ❖ *Effective* – at least 60% of scorable elements at Level 3 (Applying) or higher.

    ❖ *Developing/Needs Improvement* – less than 60% of scorable elements at Level 3 (Applying) or higher and less than 50% of scorable elements at Levels 0 and/or 1 (Beginning and/or Not Using).

    ❖ *Unsatisfactory* – at least 50% of scorable elements at Levels 0 and/or 1 (Beginning and/or Not Using).

Summative Evaluation Score

❖ **Student Performance Measure Component (50% of the overall Summative Score)**

   ❖ _Highly Effective_ – at least 75% of applicable students meet or exceed the expectations established by the state approved value added model for a rolling three year period.

   ❖ _Effective_ – at least 40% but less than 75% of applicable students meet or exceed the expectations established by the state approved value added model for a rolling three year period.

   ❖ _Developing/Needs Improvement_ – at least 20% but less than 40% of applicable students meet or exceed the expectations established by the state approved value added model for a rolling three year period.

   ❖ _Unsatisfactory_ – less than 20% of applicable students meet or exceed the expectations established by the state approved value added model for a rolling three year period.

Summative Evaluation Score

❖ **Deliberate Practice Score (additional points added to the Status Score)**

  ❖ _Highly Effective_ – when a teacher improves three levels on his/her target DP element, or when a teacher improves from Applying to Innovating on his/her target element.

  ❖ _Effective_ - when a teacher improves two levels on his/her target DP element, or when a teacher improves from Developing to Applying on his/her target element.

  ❖ _Developing/Needs Improvement_ - when a teacher improves one level on his/her target DP element.

  ❖ _Unsatisfactory_ – when a teacher does not improve on his/her target DP element.

Final Score Calculation

❖ Teachers will receive a numeric score ranging from 1 to 4, with 4 representing 'Highly Effective' and 1 representing 'Unsatisfactory' for the Status Score, Student Performance Measure, and Deliberate Practice Components.

❖ A teacher's Deliberate Practice Score will be multiplied by 20% and added to the teacher's Status Score to form the teacher's Instructional Practices Score.

❖ The Instructional Practices Score and Student Performance Measure Score will be averaged together to provide the final Summative Evaluation Score.

❖ Final scores between 3.5 and 4.0 will represent 'Highly Effective'; final scores between 2.5 and 3.4 will represent 'Effective'; final scores between 1.5 and 2.4 will represent 'Developing/Needs Improvement'; and a final score of less than 1.5 will represent 'Unsatisfactory'.

Next Steps

❖ Take a deep breath. Your supervising administrator is here to support you in your professional growth. We are all on the same team and we will work together to improve teacher performance and increase student performance.

❖ Complete the self-assessment in iObservation.

❖ Identify one element as a focus for Deliberate Practice.

❖ Complete and submit the Deliberate Practice plan, including action steps to your supervising administrator for approval.

❖ Review Domains 1-4 Protocols and Learning Map.

❖ Teachers are encouraged to collaborate with their supervising administrator on Domains 2-4 through iObservation.

Follow Up

❖ Teachers are invited to join Michelle for Principal Snack Chats during their planning period on Tuesday, November 18th for informal discussion around the evaluation process.

❖ This will be an opportunity for teachers to have information clarified or just to stop by for coffee and snacks and listen to the conversation of others as we participate in a question and answer session.

Resources

- ❖ District Website:
  http://www.pasco.k12.fl.us/staffdev/teacher_evaluations
  - ❖ This site can be linked from the Office for Human Resources and Educator Quality or Office for Professional Development and School Supports

- ❖ School Website – Intranet Tab
  - ❖ Professional Growth System – includes support and resources for Domain 1 elements
  - ❖ Pasco's Evaluation System – links to district page with details on the evaluation system, including Domains 1-4

- ❖ Art and Science of Teaching
  - ❖ Marzano text supporting the evaluation system