Report to the Board
Date: August 18, 2009
Re: Update on Classroom Teacher Evaluation Project
From: Marian Young, Director of Human Resources

On August 12, 2009, the Parkrose School District Administrative Team participated in professional development in the revised Classroom Teacher Evaluation system. With the help of the Evaluation Committee, we have standards, a developmental continuum framework for assessing teacher development, and new forms to document the evaluation process for classroom teachers. The new Summative Evaluation document is attached.

The administrative team reviewed recommendations from the "Widget Effect," a study that you may have seen on the OSBA website. I encourage you to look at this study, if you haven't had a chance to do so.

http://www.osba.org/lrelatns/teacherq/EvaluatingTeacherPerformance.asp

This study reviews how well teacher evaluation systems actually influence teacher effectiveness, and makes the following conclusion regarding teacher evaluation systems:

> "In order to be successful, it is critical that a teacher evaluation system be credible; credible to teachers, to administrators, to superintendents, to school boards and to parents. There is no single "correct" model of performance evaluation, but credible systems will share several characteristics:
> - Clear and straightforward performance standards focused on student achievement outcomes.
> - Multiple, distinct rating options that allow administrators to precisely describe and compare differences in instructional performance.
> - Regular monitoring and norming of administrator judgments (e.g., through or with the aid of peer evaluations, independent or third party reviews, and/or teacher surveys)
> - Frequent and regular feedback to teachers about whether and how their teaching performance meets, exceeds or fails to meet standards.
> - Professional development that is linked to the performance standards and differentiated based on individual teacher needs.
> - Intensive support for teachers who fall below performance standards."
> "The Widget Effect", p. 30

As the administrative team reviewed each of these characteristics, we agreed that our revised evaluation system matched well. We have standards and multiple rating options. Our professional development is in line with the standards for teachers, which are in turn in line with our district initiatives. We recognized the need to build capacity for the norming of administrator judgments, and have set an expectation for "buddy" observations of teachers by administrators with follow-up discussion to calibrate our assessment of teacher effectiveness in the classroom.

The follow-up plan for implementation of the new system is as follows:

1) Principals provide standards and forms to classroom teachers in September and begin goal-setting and observation process.
2) Administrators district-wide will use a common "walkthrough" form for conducting ongoing brief (five-minute) classroom visits. Data from these walkthroughs will be used to document and evaluate the implementation and effectiveness of professional development. The walkthrough will also provide an opportunity to provide frequent feedback to teachers.
3) Principals and Asst. Principals formally and informally observe classroom teachers using standards and rubric, completing first round of observations by mid-November (including buddy observations).
4) Administrative Team reviews use of new materials and participates in a group calibrating exercise in November.
5) Evaluation Team meets in December as a mid-point evaluation of the new system, to begin to collect issues/concerns to be ready to make a final revision of the system in the spring of 2010.
6) Administrative Team meets in January for a workshop, "Writing the Teacher Evaluation," so that administrators will be ready to write the summative evaluation document and review it with staff prior to the March 1st deadline.
7) Mid-March: The Administrative Team and the Evaluation Committee determine any needed revisions, revisions are made, and the project moves into full-implementation.
8) A second Evaluation Committee will also be formed in 2009-2010 and charged with the parallel development of an evaluation system appropriate for certified specialists (those not acting in the role of a classroom teacher.) The pilot of the evaluation system for specialists will be implemented in the fall of 2010. It will rely heavily on the work already done, and mainly will consist of adjusting standards and documents to fit the specific roles of the specialists.

Classroom Teacher Performance Standards

Focus Year	Domain 1	Creating an environment for learning
Year 3	Standard 1.1	The teacher creates an inclusive and caring environment where individuals from all populations and cultures are respected and valued.
Year 1	Standard 1.2	The teacher establishes effective routines and procedures, maintains a safe and orderly environment, and manages transitions to maximize instructional time.
Year 2	Standard 1.3	The teacher establishes and maintains standards for student behavior to maximize instructional time.
	Domain 2	**Teaching for learning**
	Standard 2.1	The teacher acquires and uses knowledge about individual students as learners in preparing lessons which consider the students' academic needs, cultural heritage, interest and community.
	Standard 2.2	The teacher uses a variety of assessments that align with standards.
Year 3	Standard 2.3	The teacher reflects upon the lesson's effectiveness and student engagement and uses that reflection in planning future instruction.
Year 1	Standard 2.4	The teacher communicates standards-based instructional objectives, high expectations, instructive directions, procedures and assessment critieria.
Year 2	Standard 2.5	The teacher demonstrates content knowledge.
Focus of District Professional Development	Standard 2.6	The teacher uses standards-based instructional strategies that promote conceptual understanding, extend student thinking and monitors/adjusts instruction to meet individual needs.
	Standard 2.7	The teacher provides timely, constructive feedback to students about their progress toward the learning objectives, using a variety of methods and corrects student errors/misconceptions.
	Domain 3	**Professionalism**
Year 1	Standard 3.1	The teacher tracks student progress toward meeting the standards (including indicators and benchmarks) maintains instructional records that clearly show the basis for grade assignment, and keeps accurate non-instructional records.
Year 3	Standard 3.2	The teacher informs the family about the academic/social progress of the student and the instructional program, and encourages family involvement in the student's education.
Focus of District Professional Development	Standard 3.3	The teacher establishes and maintains professional relationships by engaging in discourse about professional issues with peers/teams, functioning as a member of an instructional team/department/level, and participating in school events and district initiatives.
	Standard 3.4	The teacher improves content knowledge and pedagogical skills by participating in professional development activities and applying what is learned.

Teachers in year 4 and beyond maintain eight standards from probationary period and add two standards as goal areas.

Summary Evaluation Document

Domain 1 Standard 1.1	The teacher creates an inclusive and caring environment where individuals from all populations and cultures are respected and valued.			
Elements	Distinguished	Proficient	Basic	Unsatisfactory
A. Teacher interactions with students				
B. Interactions among individuals				

Comments:

Domain 1 Standard 1.2	The teacher establishes effective routines and procedures, maintains a safe and orderly environment, and manages transitions to maximize instructional time.			
Elements	Distinguished	Proficient	Basic	Unsatisfactory
A. Routines and procedures				
B. Transitions				

Comments:

Domain 1 Standard 1.3	The teacher establishes and maintains standards for student behavior to maximize instructional time.			
Elements	Distinguished	Proficient	Basic	Unsatisfactory
A. Behavior support				

Comments:

Parkrose School District – Common Walkthrough Tool

Teacher:_____ Focus:_____
Date/Time:_____ Course/Content_____
Administrator:_____ Grade Level:_____

Focus on the Curriculum:
What is the learning objective for the lesson?

Learning objective is posted? ❑ Yes ❑ No ❑ Not applicable

Learning objective evident to the students?
❑ Evident ❑ Not Evident ❑ Unable to determine

Focus on Instruction:
Instructional practices:
❑ Coaching   ❑ Modeling   ❑ Teacher-directed Q&A
❑ Discussion   ❑ Presentation   ❑ Testing
❑ Hands-on Experiences ❑ Providing directions ❑ Providing practice
❑ Lecture   ❑ Learning Centers   ❑_____

Grouping format:
❑ Whole group   ❑ Small group   ❑ Paired   ❑ Individual

Strategies:
❑ Summarizing /Cornell Note-taking   ❑ Cooperative learning/Think-Pair-Share
❑ Learning logs, essays, letters   ❑ Advance Organizers
❑ Reinforcing effort   ❑ Higher level questioning
❑ Non-linguistic representations   ❑ Generating/testing hypotheses
❑ Front-loading vocabulary   ❑ Formative assessments and feedback to students
❑ Other:_____

Differentiation Evident?
❑ Evident   ❑ Not Evident   ❑ Unable to determine

Focus on the Learner:
Student actions:
❑ Listening   ❑ Working with hands-on materials
❑ Reading   ❑ Writing
❑ Speaking   ❑ Collaborative dialogue
❑ Students working with technology ❑_____

Levels of student work (see Costa's Levels): ❑ Level 1 ❑ Level 2 ❑ Level 3

Levels of class engagement:
❑ Most students highly engaged (over 90%) ❑ Some students engaged (60% to 90%)
❑ Few (less than 60%)

Focus on Learning Environment:
❑ Materials available   ❑ Student work displayed
❑ Exemplars posted   ❑ Routines & procedures evident
❑ Rubrics displayed/provided   ❑ Room is safe and free of hazards
❑ Behavior expectations posted

Summary Evaluation Document

Domain 2 Standard 2.1	The teacher acquires and uses knowledge about individual students as learners in preparing lessons, which consider the students' academic needs, cultural heritage, interests and community.			
Elements	**Distinguished**	**Proficient**	**Basic**	**Unsatisfactory**
A. Acquisition of information about individual learners				
B. Use of acquired information				

Comments:

Domain 2 Standard 2.2	The teacher uses a variety of assessments that align with standards.			
Elements	**Distinguished**	**Proficient**	**Basic**	**Unsatisfactory**
A. Alignment and techniques				

Comments:

Domain 2 Standard 2.3	The teacher reflects upon the lesson's effectiveness and student engagement and uses that reflection in planning future instruction.			
Elements	**Distinguished**	**Proficient**	**Basic**	**Unsatisfactory**
A. Lesson Effectiveness				
B. Student Engagement				
C. Future Instruction				

Comments:

Summary Evaluation Document

Domain 2 Standard 2.4	The teacher communicates standards-based instructional objectives, high expectations, instructive directions, procedures, and assessment criteria.			
Elements	**Distinguished**	**Proficient**	**Basic**	**Unsatisfactory**
A. Lesson Planning				
B. Standards-based instructional objectives				
C. Instructional directions and procedures				
D. High expectations				
E. Assessment criteria				

Comments:

Domain 2 Standard 2.5	The teacher demonstrates content knowledge.			
Elements	**Distinguished**	**Proficient**	**Basic**	**Unsatisfactory**
A. Content knowledge				

Comments:

Summary Evaluation Document

Domain 2 Standard 2.6		The teacher uses standards-based instructional activities that promote conceptual understanding, extend student thinking, and monitors/adjusts instruction to meet individual needs.		
Elements	**Distinguished**	**Proficient**	**Basic**	**Unsatisfactory**
A. Instructional strategies				
B. Extension of thinking				
C. Monitoring, adjusting and student engagement				
D. Discourse				
E. Thought-provoking questions				
F. Using materials, resources and technologies				

Comments:

Domain 2 Standard 2.7		The teacher provides timely, constructive feedback to students about their progress toward the learning objectives using a variety of methods, and corrects student errors and misconceptions.		
Elements	**Distinguished**	**Proficient**	**Basic**	**Unsatisfactory**
A. Quality methods and timeliness				
B. Student errors and misconceptions				

Comments:

Summary Evaluation Document

Domain 3 Standard 3.1	*The teacher tracks student progress toward meeting the standards, (including indicators and benchmarks) and maintains instructional records that clearly show the basis for grade assignment.*			
Elements	Distinguished	Proficient	Basic	Unsatisfactory
A. Progress Monitoring				

Comments:

Domain 3 Standard 3.2	*The teacher informs the family about the academic/social progress of the student and the instructional program, and encourages family involvement in the student's education.*			
Elements	Distinguished	Proficient	Basic	Unsatisfactory
A. Academic/social progress				
B. Instructional program				
C. Family Involvement				

Comments:

Summary Evaluation Document

Domain 3 Standard 3.3	*The teacher establishes and maintains professional relationships by engaging in discourse about professional issues with peers/teams, functioning as a member of an instructional team/department/level, and participating in school events and district initiatives.*			
Elements	**Distinguished**	**Proficient**	**Basic**	**Unsatisfactory**
A. Development and implementation of decisions and discourse about professional issues				
B. Participation in school events				
C. Participation at the district level				
D. Involvement in a professional learning community				
E. Relationships with Colleagues				

Comments:

Domain 3 Standard 3.4	*The teacher improves content knowledge and pedagogical skills by participating in professional development activities.*			
Elements	**Distinguished**	**Proficient**	**Basic**	**Unsatisfactory**
A. Content and pedogogical skills		Teacher participates in required school/district professional development activities.		

Comments:

Summary Evaluation Document

Supervisor's recommendations:

_____Renewal of contract   _____Non-extension of contract

Signatures:

_____   _____

Teacher   Date

_____   _____

Supervisor   Date