

Changes to How Teachers are Evaluated

Initial version presented to the Oak Harbor School Board Special Workshop, June 12, 2012
Revised December 9, 2012

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PAGE: OHEA FALL MEMBERSHIP SURVEY

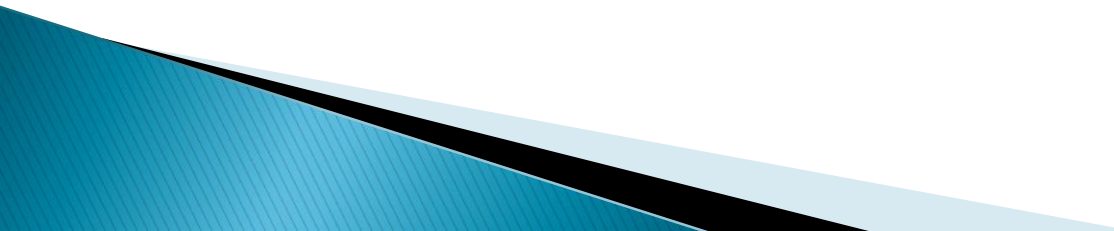
2. All instructional certificated employees will be evaluated on a new system, phased in over three years, beginning in September of 2013. How would you rate your familiarity with changes to the evaluation system that are mandated by the legislature?

		Response Percent	Response Count
1 Low familiarity (I have very little idea of what the legislature has done that will change how teachers will be evaluated)		39.2%	65
2		32.5%	54
3		18.7%	31
4		9.6%	16
5 High familiarity (I feel that I'm fully informed of the legislature's actions to change how teachers will be evaluated)		0.0%	0
answered question			166

Current Evaluation System

- ▶ Article 8 – Evaluations
 - Evaluation Criteria
 - Required Evaluations
 - Observation Procedure
 - Long Form and Short Form/PGO (Professional Growth) Evaluations
 - Provisional teachers
 - Plans of Improvement
 - Probation
 - Due Process and Dismissal

Current Evaluation System

- ▶ Appendix 7a
 - Evaluation Criteria & Indicators – Certificated Classroom Teachers
 - ▶ Appendix 8
 - Observation Report
 - ▶ Appendix 9
 - Evaluation Report – Certificated Classroom Teachers
 - ▶ Appendix 7b
 - Evaluation Criteria & Indicators – Certificated Support Personnel
 - ▶ Appendix 10
 - Evaluation Report – Certificated Support Personnel
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Current Evaluation System

- ▶ **Appendix 7a**
 - Evaluation Criteria & Indicators – Certificated Classroom Teachers
- ▶ **Appendix 8**
 - Observation Report
- ▶ **Appendix 9**
 - Evaluation Report – Certificated Classroom Teachers
- ▶ **Appendix 7b**
 - Evaluation Criteria Personnel
- ▶ **Appendix 10**
 - Evaluation Report

The new evaluation system is for classroom teachers. We will still use the current evaluation system for librarians, speech pathologists, counselors, psychologists, etc.

Current Evaluation System

▶ Appendix 7a

◦ Evaluation Criteria & Indicators – Certificated Classroom Teachers

- Instructional Skill
- Classroom Management
- Professional Preparation and Scholarship
- Effort Toward Improvement When Needed
- Handling of Student Discipline and Attendant Problems
- Interest in Teaching Pupils
- Knowledge of Subject Matter
- Professional Relationships

Long Form or Short Form/PGO

Long Form	Short Form/Professional Growth Option
▶ Evaluation criteria	▶ Professional Growth plan
▶ Once every 5 years	▶ 4 years after Long Form
▶ Two 30-minute observations	▶ One 30-minute observation
▶ Other observations, either scheduled or unscheduled	
▶ Other evidence of teacher performance	
▶ Two tiers: Satisfactory or Unsatisfactory	

New Legislated Requirements

- ▶ Teacher and Principal Evaluation (T-PEP)
 - ▶ E2SSB 6696, effective, June 10, 2010
 - ▶ Requires development of new classroom teacher and principal four-level rating evaluation systems based on new statewide minimum criteria
 - ▶ Requires implementation in all school districts by 2013-14
 - ▶ ESSB 5895, effective June 7, 2012
 - ▶ Extends and clarifies implementation
 - ▶ Requires multiple measures of student growth data
 - ▶ Redefines tenure

Major Changes

- ▶ Two-tier rating
 - 1. Unsatisfactory
 - 2. Satisfactory
- ▶ Short Form/PGO Evaluation
- ▶ Long Form Evaluation
 - Once every five years
- ▶ Four-tier rating
 - 1. Unsatisfactory
 - 2. Basic
 - 3. Proficient
 - 4. Distinguished
- ▶ Focused Evaluation
- ▶ Comprehensive Evaluation
 - Once every four years

Current

New

Major Changes

- ▶ 7+1 Evaluation Criteria

- Locally negotiated indicators

- ▶ One or two 30-minute observation(s)

- ▶ 8 New Evaluation Criteria

- Criterion definitions set by instructional framework

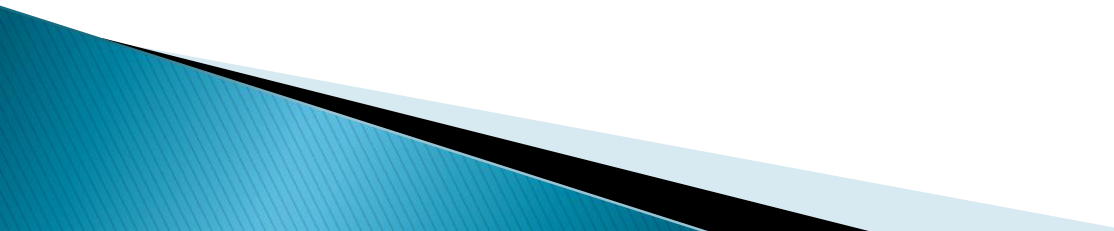
- ▶ A minimum total of 60 minutes of observations

- At least one 30-minute observation
- Anacortes: four 45-minute observations

Current

New

1 Unsatisfactory

- ▶ Professional practice at Level 1 shows evidence of **not understanding the concepts** underlying individual components **of the criteria**. This level of practice is **ineffective** and **inefficient** and may represent practice that is **harmful to student learning progress**, professional learning environment, or individual teaching or leading practice. This level requires immediate intervention.
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2 Basic

- ▶ Professional practice at Level 2 shows **a developing understanding** of the knowledge and skills of the criteria required to practice, but **performance is inconsistent** over a period of time due to lack of experience, expertise, and/or commitment. This level may be considered **minimally competent** for teachers or principals early in their careers but **insufficient for more experienced teachers** or principals. This level requires specific support.

3 Proficient

- ▶ Professional practice at Level 3 shows evidence of thorough knowledge of all aspects of the profession. This is successful, accomplished, professional, and effective practice. Teaching and leading at this level utilizes a broad repertoire of strategies and activities to support student learning. At this level, teaching and leading a school is strengthened and expanded through purposeful, collaborative sharing and learning with colleagues as well as ongoing self-reflection and professional improvement.

4 Distinguished

- ▶ Professional practice at the Level 4 is that of a **master professional** whose practices operate at a **qualitatively** different level from those of other professional peers. To achieve this rating, a teacher or principal would need to have received a **majority of distinguished ratings on the criterion scores**. A teacher or principal at this level must show evidence of average to **high impact on student growth**. Ongoing, reflective teaching and leading is demonstrated through the **highest level of expertise** and commitment to all students' learning, **challenging professional growth**, and collaborative practice.

Teacher Evaluation Criteria

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
8. *Professional relationships*

Current

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

Revised

Criterion Definitions

(Determined by Instructional Framework)

Danielson	5-D (CEL)	Marzano
<p>3b: Using questioning/prompts and discussion</p> <p>2b: Establishing a culture for learning</p> <p>3a: Communicating with Students</p>	<ul style="list-style-type: none">• Student Engagement: Quality of questioning• Student Engagement: Ownership of learning• Student Engagement: Work of high cognitive demand• Purpose: Connection to standards and broader purpose• Student Engagement: Substance of student talk• Purpose: Communication of standards and learning target	<p>The teacher probes incorrect answers of all students in the same manner</p> <ol style="list-style-type: none">1. The teacher asks questions of all students with the same frequency and depth2. The teacher demonstrates value and respect for all students. <p>Added/Moved components</p> <ol style="list-style-type: none">1. Students take ownership for their learning.2. The teacher communicates high expectations for learning. <p>4.4 The teacher develops, aligns and communicates clear learning targets (daily)/goals (long term)</p>

CEL 5D+™ Teacher Evaluation Rubric 2.0 At a Glance

For Use in the 2012-13 School Year – Version 1.1

5D is a trademark of the University of Washington Center for Educational Leadership.

Criterion 1	Criterion 2	Criterion 3
<p>Centering instruction on high expectations for student achievement.</p>	<p>Demonstrating effective teaching practices.</p>	<p>Recognizing individual student learning needs and developing strategies to address those needs.</p>
<p><i>Purpose</i></p> <p>P1: Connection to standards, broader purpose and transferable skill</p> <p>P4: Communication of learning target(s)</p> <p>P5: Success criteria and performance task(s)</p> <p><i>Student Engagement</i></p> <p>SE3: Work of high cognitive demand</p> <p><i>Classroom Environment & Culture</i></p> <p>CEC3: Discussion, collaboration and accountability</p>	<p><i>Student Engagement</i></p> <p>SE1: Quality of questioning</p> <p>SE5: Expectation, support and opportunity for participation and meaning making</p> <p>SE6: Substance of student talk</p> <p><i>Curriculum & Pedagogy</i></p> <p>CP6: Scaffolds the task</p> <p>CP7: Gradual release of responsibility</p>	<p><i>Purpose</i></p> <p>P3: Teaching point(s) are based on students' learning needs</p> <p><i>Student Engagement</i></p> <p>SE2: Ownership of learning</p> <p>SE4: Strategies that capitalize on learning needs of students</p> <p><i>Curriculum & Pedagogy</i></p> <p>CP5: Differentiated instruction</p> <p><i>Assessment for Student Learning</i></p> <p>A6: Teacher use of formative assessment data</p> <hr/> <p><i>Student Growth</i></p> <p>SG 3.1: Establish Student Growth Goal(s)</p> <p>SG 3.2: Achievement of Student Growth Goal(s)</p>

CEL 5D+™ Teacher Evaluation Rubric 2.0 by Washington State Criteria

For Use in the 2012-13 School Year – Version 1.1

Criterion 1: Centering instruction on high expectations for student achievement.

P1 Purpose – Standards: Connection to standards, broader purpose and transferable skill

Unsatisfactory	Basic	Proficient	Distinguished
The lesson is not based on grade level standards. There are no learning targets aligned to the standard. The lesson does not link to broader purpose or a transferable skill.	The lesson is based on grade level standards and the learning target(s) align to the standard. The lesson is occasionally linked to broader purpose or a transferable skill.	The lesson is based on grade level standards and the learning target(s) align to the standard. The lesson is frequently linked to broader purpose or a transferable skill.	The lesson is based on grade level standards and the learning target(s) align to the standard. The lesson is consistently linked to broader purpose or a transferable skill.

P4 Purpose – Learning Target: Communication of learning target(s)

Unsatisfactory	Basic	Proficient	Distinguished
Teacher rarely or never states or communicates with students about the learning target(s).	Teacher states the learning target(s) at the beginning of each lesson.	Teacher communicates the learning target(s) through verbal and visual strategies and checks for student understanding of what the target(s) are.	Teacher communicates the learning target(s) through verbal and visual strategies, checks for student understanding of what the target(s) are and references the target throughout instruction.

P5 Purpose – Learning Target: Success criteria and performance task(s)

Major Changes

- ▶ Student growth data
 - State still clarifying
 - Multiple measures
 - Relevant to teacher and subject matter
 - Classroom-based, school-based, district-based, and/or state-based
 - Change in student achievement between two points in time

Current

New

Example of Growth Measures: Anacortes

- ▶ Possible tools to demonstrate student growth include:
 - DRA
 - Writing rubrics with samples
 - Fluency Growth
 - Fitness Testing
 - MAPS
 - District & classroom pre and post tests
 - EDMA
 - Grade level growth rubrics
 - Inquiry based approach to student data
 - Academic behavior data
 - Social/emotional growth data
 - Formative classroom based assessment developed to show growth.
 - Fine arts rubrics
 - Performance Assessments

IMPORTANT NOTICE: The site will be down for scheduled maintenance on Friday Dec 21st, 2012.

SELF-ASSESS

GOALS

OBSERVATIONS

ARTIFACTS

SUMMARY

Welcome Teacher
T5 Anacortes SD School 1!

OBSERVATION DASHBOARD ➔

Follow this link to view your observation dashboard.

SELF-ASSESSMENT ➔

Follow this link to perform a self-assessment.



Major Changes

- ▶ Seniority has a stronger influence in reduction in force decisions
- ▶ Evaluation Score
 - Based on criterion scores, including instructional and student growth rubrics
 - State will determine common methodology for overall summative score
- ▶ Evaluations will be used to make decisions in assignment and reduction in force

Current

New


Major Changes

- ▶ Three-year provisional status for all teachers, then tenure
- ▶ More due process rights
- ▶ Teachers with more than five years experience who receive an Unsatisfactory (1) or a Basic (2) rating for two consecutive years are placed on probation
- ▶ Fewer due process rights

Current

New

Challenges

- ▶ Accounting for variables in teaching assignments
 - ▶ Teachers who have been involuntarily transferred or reassigned
 - ▶ Confusion during the transition and continuation of two separate evaluation systems (non-classroom teachers, specialists)
 - ▶ Time and funds to implement
 - ▶ Inter-rater reliability
 - ▶ Professional training and development
 - ▶ Role of student and parent input
 - ▶ Communication of new evaluation system to community
 - ▶ Support for provisional and veteran teachers
- 

Next Steps

▶ Implementation Schedule

- 2012/2013
 - Joint District/OHEA Committee

OHEA		OHSD	
Peter Szalai	President	Rick Schulte	Superintendent
Amy Coleman	Lead Bargainer	Kurt Schonberg	HR Director
April Billiter	Secondary Teacher	Dwight Lundstrom	Secondary Principal
Jane Johnson	Elementary Teacher	Laura Aesoph	Elementary Principal

- Choose instructional framework
- Determine phase-in schedule
- Agree on the issue of student growth data in evaluation
- Decide how evaluation scores will be used in assignment and reduction in force decisions

Next Steps

- 2012/2013
 - Communication to stakeholders
 - OHEA survey
 - Presentations in buildings
 - Other? Building conversations?
 - TPEP–RIG process (ends in January)
 - Bargaining in April; evaluation changes ratified for September 2013
- 2013/2014
 - New, probationary teachers , and up to one–third of teachers evaluated by new system
- 2014/2015
 - Another one–third of teachers evaluated by new system
- 2015/2016
 - Final third of teachers evaluated by new system

Next Steps

▶ Implementation Schedule

	Focused	Comprehensive
2013/2014		1 / 3 of teachers—group A
2014/2015	Group A	1 / 3 of teachers—group B
2015/2016	Groups A and B	1 / 3 of teachers—group C
2016/2017	Groups A, B and C	
2017/2018	Groups B and C	Group A

Group A has to include all provisional and probationary teachers and up to one-third of the entire teaching staff. We will be seeking volunteers who in exchange for early participation will automatically receive a minimum summative score of a 3 or some other accommodation.

Questions? and References

<http://tpep-wa.org/>



The screenshot shows the homepage of the Washington State Teacher/Principal Evaluation Project. At the top left is the project logo, which includes the text "Teacher/Principal Evaluation Project" and the Washington State seal. To the right of the logo is the project name "Washington State Teacher/Principal Evaluation Project" and the tagline "Improving Student Learning Through Improved Teaching and Leadership". Below this is a navigation menu with links for Home, About TPEP, The Model, Pilot Sites, RIGs, Resources, Training/PD, Meetings, Search, and a Twitter icon. A secondary navigation bar contains "Quick Links" and various resource categories like News & Updates, eVAL, CEL, Danielson, Marzano, AWSP Framework, 5895, iTunes U, RIGs, and CFFSs. The main content area features a large announcement for a "TPEP Rules Hearing" on Tuesday, December 11th, from 9:30 to 11:30 a.m. at the Billings Conference Room, OSPI. To the right of the announcement is a photo of a book titled "WASHINGTON ADMINISTRATIVE CODE OFFICIAL AGENCY RULES Volume 1". Below the announcement is a link for users with Internet Explorer: "Using IE and not seeing images above? Find out how to fix it here." To the right of the main content is a section titled "TPEP Core Principles" with seven bullet points. At the bottom of the page are three columns: "News & Updates" with a list of recent updates, "About the Site" with a welcome message and description of the website's purpose, and "TPEP Status" with a list of key statistics.

Washington State Teacher/Principal Evaluation Project
Improving Student Learning Through Improved Teaching and Leadership

Home About TPEP The Model Pilot Sites RIGs Resources Training/PD Meetings Search  Twitter

Quick Links | News & Updates eVAL CEL Danielson Marzano AWSP Framework 5895 iTunes U RIGs CFFSs

TPEP Rules Hearing

Tuesday, December 11th
9:30 – 11:30 a.m.
Billings Conference Room, OSPI

Draft rules available now

[Using IE and not seeing images above? Find out how to fix it here.](#)

TPEP Core Principles

- Quality teaching and leading is critically important.
- Professional learning is a key component of an effective evaluation system.
- Teaching and leading is work done by a core team of professionals.
- Evaluation systems should reflect and address the career continuum.
- An evaluation system should consider and balance "inputs or acts" with "outputs or results."
- Teacher and principal evaluation models should coexist within the complex relationship between district systems and negotiations.

News & Updates

- TPEP Update for the House Education Committee
- TPEP Update PowerPoint
- OSPI Release TPEP Update Bulletin
- Student Growth Rubrics Corrected
- Statewide Evaluation Perception and

About the Site

Welcome to the home of Washington's Teacher/Principal Evaluation Project (TPEP). Designed as a resource and tool, you'll be able to learn about the legislation that created the program, see much of the process our pilot sites went through in developing their models, and get

TPEP Status

- 77% of the state's districts are involved as a pilot, RIG, or School Improvement site
- The 226 involved districts cover 83% of the state's students
- Nearly 70% of districts have already selected an instructional framework