

RSU #9
Teacher Evaluation
Handbook

Professional Evaluation /
Professional Growth System

August 2018

September 2017

Dear RSU #9 Teacher:

The Teacher Evaluation Committee has been meeting since the fall of 2013 to revise the Professional Evaluation/Professional Growth System (PE/PG) teacher evaluation system. As you may be aware, the committee has offered training since the 2015-16 school year for all teachers. We will continue to offer training for the staff and provide initial, in-depth training for all new teachers.

We offer this handbook to you as a guide to our evaluation system. The committee will continue to meet and revise the system, as this is part of the regulations. We encourage you to speak with committee members, if you have questions or concerns.

Teacher Evaluation Committee Members

Doug Hodum -- Coordinator

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Cape Cod Hill School

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Carl Backman

James Black

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Philosophy

Mt. Blue Regional School District is committed to providing structures that support student learning through effective instruction. The purpose of the professional evaluation/professional growth system is to enhance the instructional practices of the teaching staff in order to support student learning. Through this collaborative and reflective process, teachers receive support from peers and administrators as they identify areas for improvement and work to enhance their craft.

Observation and Feedback Schedule For Teachers

Teachers will be formally evaluated on a rotating three year cycle after their probationary period. This does *not* apply to teachers on improvement plans.

Year 1 will be the year during which teachers will be formally evaluated by administrators. Administrators will conduct a **minimum of 2** formal evaluations (including the pre and post conferences) and 1 informal evaluation per year.

*Probationary teachers will remain on the Year 1 track for the duration of their probationary period. Probationary teachers will be noted as P1, P2, and P3.

**Teachers who are identified as being Ineffective in the Summative Evaluative Score (SER) or cumulative score will remain on the Year 1 track.

Teachers in Year 2 and Year 3 will be observed over at least one element from any of the available domains at least twice a year by one peer, once a year by two different peers or, at the teacher's request, an administrator. These observations are intended to give feedback on the teacher's practice and are NOT evaluative in nature. Feedback may also include discussions regarding any component of the PEPG plan. It is recommended that, for classroom observations, pre and post conferences, either in person or digitally, be conducted. These observations will be done through iObservation.

Protocol for Year 1

Teachers who are on Year 1 include the following --

- Continuing contract teachers on a three year rotation
- Probationary teachers for three years until they become continuing contract teachers
- Teachers who are on an improvement plan

Year 1 includes the following components --

- Self assessment
- Completed and approved growth plan
- At least 2 formal observations with pre- and post- conferences
- At least 1 informal observation (unannounced)
- Observations may be over any of the available elements at any time
- By the end of the year, teachers will reflect upon each goal, using the iObservation reflection log or any other appropriate, documented means to track progress.

For probationary teachers only, administrators will use the Probationary Summative Evaluation Report (page 6). Element 4 (regarding classroom routines and procedures) is mandatory for probationary staff for the first year or until they reach a 3 / Effective score.

During Year 1, teachers will be expected to develop a growth plan through the iObservation platform. Year 1 teachers need to choose at least one element (element 4 is required) from the Power 9 Elements, and then they may choose two more from any of the available elements. This process begins with a self-assessment, which will help teachers identify areas in which they have room to improve their craft.

End-of-Year Process

1. The final evaluation will be printed by the teacher and submitted to the evaluating administrator.
2. The administrator will send a copy to the human resource specialist to be placed in the personnel file.

Protocol for Years 2 and 3

During Years 2 and 3, teachers will be expected to develop a growth plan through the iObservation platform. A teacher must choose at least one element from the Power 9 Elements, and two more from any of the available elements. This process begins with a self-assessment, which will help teachers identify areas in which they have room to improve their craft. Peer observation is encouraged, but not required, as a teacher may request administrative observations. Peer observations will be conducted through iObservation.

By the end of each year (Year 2 and Year 3), teachers will reflect upon each goal, using the iObservation reflection log or any other appropriate, documented means to track progress.

Two Student Learning Objectives must be completed each year. The form is included on page 13 and must be completed, largely in collaboration with at least one colleague.

End-of-Year Process

1. The teacher will print out the final evaluation page.
2. Year 2 & 3 teachers will sign the document and submit to the administrator.
3. The administrator will send a copy to the human resource specialist to be placed in the personnel file.

Sources of Evidence to Support Growth Plan

Teachers must supply at least one artifact (piece of evidence) for each element. The following list of items are *possible* sources of evidence, provided by the teacher, that may be utilized when evaluating teacher performance. This is **not** an exhaustive criteria list.

- Teacher-defined artifacts (teacher chooses which artifacts to present)
- Portfolios, lesson plans, student work samples
- Unlimited number of artifacts
- Parent surveys

- Student surveys
- Observations outside the classroom
- Live classroom observations
- Observations of video recorded instruction
- Announced (formal) long observations with pre and post conferences
- Announced short observations, such as announced walk through
- Unannounced short observations, such as unannounced walkthrough

Probationary Teacher Summative Evaluation Report

This evaluation report provides additional information pertaining to the probationary teacher and is in addition to the iObservation evaluation. This narrative encompasses other aspects of the professional teacher role beyond the Power Eight Elements.

Teacher Name:

Date:

School:

End of Probationary Yr

1 2 3

Underline one

Evaluator(s) Narrative:

Contract Recommendations:

Recommend for Second Probationary Year _____

Recommend for Third Probationary Year _____

Recommend for Continuing Contract _____

Renewal Not Recommended _____

Educator's Signature:

Date:

Evaluator's Signature:

Date:

By signing this document you are indicating that you have been given the opportunity to read and discuss the evaluation, not necessarily that you agree with the content. You have the right to attach a written response.

Student Growth Guidance Information

- Student Learning Objective (SLO) -- This information is included below (page 12)
- Classroom Based -- The assessment used for this method must be approved by a PLC, a community, or a department.
- The block of instruction **MUST** extend for a minimum of 3 weeks, and 4 to 6 weeks is preferable.
- Teacher of Record for students who -- are enrolled in a course or learning experience taught by that teacher; are present and subject to instruction by that teacher at least 80% of the instructional time; participate in the pre- and the post-assessment designed to measure achievement in that course or learning experience.
- There must be a minimum of 1 students in a cohort. It is advisable, when possible, to have more students in a cohort, though, as it makes it more likely that higher percentages of students will meet their growth goal.
- For truant and transient students, teacher and administrator will review the attendance to ensure 80% is met.
- Percentage Met Model - The method of calculating student growth when using a benchmarked assessment. This is a method that measures meeting individual students needs.
 - Using this model, you set growth targets based on the pre assessment scores to determine the individual target growth.
 - From there, you decide upon a certain level of growth to be attained.
 - For example, a student who earned a 1 on the pre-assessment might be expected to earn a 2 on the post assessment.
 - Another student who earned a 1 on the pre-assessment might, in your opinion, be able to earn a 3 on the post assessment.
 - After the post assessment you calculate growth and compare it to the target. Then you assign a binary (yes or no) to each child to determine if they met the target. Then you calculate percent met for the cohort. using the rating scale to determine the teacher effectiveness.
 - For example, for a cohort of 20 students
 - If 17 students met (85%) the the teacher rating would be a 4 (high)
 - If 15 students (75%) the teacher rating would be a 3.3 (moderate)
 - If 10 students (50%) the teacher rating would be a 2.3 (low)

- If 5 students (25%) the teacher rating would be a 1.6 (negligible)
- Gap Reduction Model -- The method of calculating student growth when using local assessments; or assessments that are designed to demonstrate student growth that are NOT based on a 0-4 rubric. This is a method that measures whole group performance and gives every student the same goal of getting 50% closer to the perfect score.
 - For this model each child has a pre and post assessment. From the pre assessment score, you calculate the total possible points needed to score to reach the max score. Then you divide that number in half to determine the growth target for each student. From there you give the post assessment and decide if the student has met the growth target. You calculate the number of students that met the growth target to determine the impact rating of the teacher using the scales.
 - In order to calculate the targets, the following equations should be used.
 - The student's score is subtracted from the perfect score to determine the gap.
 - perfect score - student score = gap
 - The target is the gap divided in half and added to the student's initial score.
 - $\text{Gap} / 2 + \text{student score} = \text{target}$
 - Example calculations.
 - If student A earns a 10 out of 20, the gap reduction score would be calculated in the following manner.
 - $20 \text{ (perfect score)} - 10 \text{ (student score)} = 10 \text{ (gap)}$.
 - The target is the gap divided in half and added to the student's initial score.
 - $10 \text{ (gap)} / 2 = 5 + 10 \text{ (student score)} = 15 \text{ (target)}$
 - If a student earns an 80 out of 100, the gap reduction score would be calculated in the following manner.
 - $100 \text{ (perfect score)} - 80 \text{ (student score)} = 20 \text{ (gap)}$
 - $20 \text{ (gap)} / 2 = 10 + 80 \text{ (student score)} = 90 \text{ (target)}$
 - For instance, for a class of 20, pre assessment establishes the base for the growth target to be set as compared to the post assessment.
 - If 18 students (90%) meet their individual growth targets the teacher rating would be a 4.0 (High)
 - If 15 students (75%) meet their growth targets the teacher rating

would be 3.30 (Moderate)

- If 10 students (50%) meet their growth target the teacher rating would be a 2.15 (partially effective)
- If 5 students (25%) meet their growth target the teacher rating would be a 1 (ineffective)

Student growth calculations - Gap reduction rating scale

| % of students meeting goal | Rating | % of students meeting goal | Rating | % of students meeting goal | Rating |
|----------------------------|--------|----------------------------|--------|----------------------------|--------|
| 0-24.99 | 0.95 | 47-47.99 | 2.01 | 70-70.99 | 3.07 |
| 25-25.99 | 1.00 | 48-48.99 | 2.05 | 71-71.99 | 3.12 |
| 26-26.99 | 1.04 | 49-49.99 | 2.10 | 72-72.99 | 3.16 |
| 27-27.99 | 1.09 | 50-50.99 | 2.15 | 73-73.99 | 3.21 |
| 28-28.99 | 1.13 | 51-51.99 | 2.19 | 74-74.99 | 3.26 |
| 29-29.99 | 1.18 | 52-52.99 | 2.24 | 75-75.99 | 3.30 |
| 30-30.99 | 1.23 | 53-53.99 | 2.28 | 76-76.99 | 3.35 |
| 31-31.99 | 1.27 | 54-54.99 | 2.33 | 77-77.99 | 3.39 |
| 32-32.99 | 1.32 | 55-55.99 | 2.38 | 78-78.99 | 3.44 |
| 33-33.99 | 1.36 | 56-56.99 | 2.42 | 79-79.99 | 3.49 |
| 34-34.99 | 1.41 | 57-57.99 | 2.47 | 80-80.99 | 3.53 |
| 35-35.99 | 1.46 | 58-58.99 | 2.52 | 81-81.99 | 3.58 |
| 36-36.99 | 1.50 | 59-59.99 | 2.56 | 82-82.99 | 3.62 |
| 37-37.99 | 1.55 | 60-60.99 | 2.61 | 83-83.99 | 3.67 |
| 38-38.99 | 1.59 | 61-61.99 | 2.65 | 84-84.99 | 3.72 |
| 39-39.99 | 1.64 | 62-62.99 | 2.70 | 85-85.99 | 3.76 |
| 40-40.99 | 1.69 | 63-63.99 | 2.75 | 86-86.99 | 3.81 |
| 41-41.99 | 1.73 | 64-64.99 | 2.79 | 87-87.99 | 3.86 |
| 42-42.99 | 1.78 | 65-65.99 | 2.84 | 88-88.99 | 3.90 |
| 43-43.99 | 1.82 | 66-66.99 | 2.89 | 89-89.99 | 3.95 |
| 44-44.99 | 1.87 | 67-67.99 | 2.93 | 90-100 | 4.00 |
| 45-45.99 | 1.92 | 68-68.99 | 2.98 | | |
| 46-46.99 | 1.96 | 69-69.99 | 3.02 | | |

Percent met rating scale

| Expanded Percent Met Rating Scale | | | |
|--|---------------|--|---------------|
| % students meeting growth targets | Rating | % students meeting growth targets | Rating |
| 85+ | 4 | 53-55.99 | 2.4 |
| 83.6-84.99 | 3.9 | 50-52.99 | 2.3 |
| 82.2-83.59 | 3.8 | 47-49.99 | 2.2 |
| 80.8-82.19 | 3.7 | 44-46.99 | 2.1 |
| 79.4-80.79 | 3.6 | 41-43.99 | 2.0 |
| 78-79.39 | 3.5 | 36.9-40.99 | 1.9 |
| 76.6-77.99 | 3.4 | 32.8-35.89 | 1.8 |
| 75.2-76.59 | 3.3 | 28.7-32.79 | 1.7 |
| 73.8-75.19 | 3.2 | 24.6-28.69 | 1.6 |
| 72.4-73.79 | 3.1 | 20.5-24.59 | 1.5 |
| 71-72.39 | 3.0 | 16.4-20.49 | 1.4 |
| 68-70.99 | 2.9 | 12.3-16.39 | 1.3 |
| 65-67.99 | 2.8 | 8.2-12.29 | 1.2 |
| 62-64.99 | 2.7 | 4.1-8.19 | 1.1 |
| 59-61.99 | 2.6 | 0-4.09 | 1.0 |
| 56-58.99 | 2.5 | | |

Student Learning Objective - Explanation and Form

The Student Learning Objective form that follows is intended to be completed by teachers when they identify the cohort of students they will be using for student growth AND have determined assessment measures. This form is to accompany the evaluation.

This form is to be completed regardless of the type of assessment being used. Any locally developed assessments **MUST** be done so collaboratively and approved by the building administrator. In this case, two or more teachers must work together to develop the assessments and accompanying rubrics (scoring guides). That work should then be piloted and reviewed by the developing teachers for validity and to revise the assessment as deemed necessary.

Student Learning Objective (SLO) Directions

1. Choose/Develop your assessment with your colleague(s).
2. Determine which model (Percent Met or Performance Gap Reduction) you will use based on the assessment you offer. For assessments on which a 0-4 rubric will be used, percent met will be the model.
3. Determine the cohort (student group) for which you will collect data.
 - Will include students for whom the teacher is the teacher of record.
 - The cohort will include a minimum of 1 students; there is no maximum number of students in a cohort.
4. Give the pre-assessment to the students.
5. Score the assessments and record them in a table.
6. Determine the target for each student in conjunction with your collaborator(s).
7. Complete the Student Learning Objective form, including the timeframe (a minimum of 3 weeks) of instruction, and submit to your evaluator for approval.
8. Instruct your students.
9. Following your block of instruction, administer the post-assessment (typically the same as the pre-assessment unless otherwise agreed upon prior to instruction).
10. Score and document your post-assessment data following the guidelines for either Percentage Met or Performance Gap Reduction.
11. Complete the SLO form, including your percentage of students meeting their targets and your converted score (see tables on pages 12 and 13).
12. Send data and all forms to the building administrator.

RSU #9 Student Learning Objective

| | |
|-----------------|-----------------------|
| Teacher Name: | Gr / Course |
| Student Cohort: | Instruction Timeline: |
| School Name: | Date: |

Attach student roster

| | |
|------------------------------------|-------------------------------------|
| Content Standard | Assessment Title |
| Pre- Assessment & Results Summary: | Post Assessments & Results Summary: |

| |
|---|
| Percentage of students meeting target: Converted score (from page 10 or 11 of the handbook): |
|---|

| |
|--|
| Collaborators on SLO development and goal setting: |
|--|

Attach Gap Reduction/Percent Met Model targets for this cohort / this assessment

| |
|--|
| Summarize Identified Student Needs (from Pre-Assessment) |
|--|

| |
|---|
| Notes / Comments to aid supervising administrator in understanding: |
|---|

MBRSD Teacher Evaluation Rating Scale

If a teacher is rated as HIGHLY EFFECTIVE (3.5-4.0 on the SER Matrix) in his/her summative evaluation, then:

- He/she enters the self-directed professional growth cycle .
- He/she develops an annual self-directed professional growth plan and reviews it with the evaluating administrator.
- He/she must provide evidence of reflection each year.
- If goals change during a school year, those changes must be justified by the teacher and administrator collaboratively.
- At the end of three self-directed professional growth cycles, the teacher receives a summative evaluation that determines his/her new rating.

If a teacher is rated as EFFECTIVE (2.5-3.4 on the SER Matrix) in his/her summative evaluation, then:

- He/she enters the self-directed professional growth cycle .
- He/she develops an annual self-directed professional growth plan and reviews it with the evaluating administrator. The plan should include specific elements from a domain area(s) targeted for growth, based on the teacher's previous summative evaluation.
- He/she must provide evidence of reflection each year.
- If goals change during a school year, those changes must be justified by the teacher and administrator collaboratively.
- At the end of three self-directed professional growth cycles, the teacher receives a summative evaluation that determines his/her new rating.

If a teacher is rated as PARTIALLY EFFECTIVE (1.5-2.4 on SER Matrix) in his/her summative evaluation, then:

- He/she enters the monitored professional growth cycle with added support (as follows).
- He/she must develop and implement an annual monitored professional growth plan in collaboration with the evaluating administrator. The plan should include specific elements in a domain area targeted for growth, based on the teacher's previous summative evaluation.
- He/she meets quarterly, for "check-in" with administrator for feedback on progress.
- He/she will be asked to reflect on their practice and growth during quarterly "check-ins."
- At the end of the three year monitored professional growth cycle, the teacher receives a summative evaluation that determines his/her new rating.
- A teacher with a partially effective rating will work with a peer whose rating is effective or highly effective to provide feedback. This will lead up to an iObservation (for non-evaluative purposes) in the last quarter of the school year.

OR

- A teacher with a partially effective rating will produce relevant sources of evidence to present and discuss at the quarterly check-in meetings with the administrator. The teacher is expected to show evidence in an element where s/he is rated as not using, beginning, or developing.

If a teacher is rated as INEFFECTIVE (0-1.4 on the SER Matrix) in his/her summative evaluation, then:

- He/she enters the directed improvement cycle.
 - He/she must develop and implement a directed improvement plan in collaboration with his/her supervisor or administrator. In accordance with Chapter 180, p. 12, Section 14, the improvement plan must include domain area(s) targeted for growth.
 - He/she meets at least quarterly to “check-in” with administrator for feedback on progress.
 - He/she will be asked to provide and share evidence of reflection during quarterly “check-ins.”
 - If goal(s) change during a school year, it is done at the administrator’s discretion with teacher input.
 - A summative evaluation will be completed at the end of the one year directed improvement cycle by the evaluating administrator. This evaluation will determine his/her new rating:
 - If the teacher continues to be rated as ineffective at the end of directed improvement cycle year two, termination of employment is possible.
-

Summative Effectiveness Rating (SER) -- Professional Practice & Growth

The SER is based on three areas --

1. Professional Practice -- This is the observation, evaluation, and feedback using iObservation with the Marzano Domains/Elements. (40%)
2. Professional Growth -- This is the self-audit > growth plan that is created in iObservation and approved by your administrator. (40%)
3. Student Growth -- This score is based on students meeting their growth target or on students making growth. (20%)

Calculation of Summative Effectiveness Rating Score

| TEC scoring combination worksheet | | | | | | | | |
|-----------------------------------|----------------------------|---|----------------------------|--------------------------|-------------------|----------------------------|-------------------------------|----------------|
| Total Score | | | | | | | | |
| 4.00 | Highly effective | Note: Examples: | | | | | | |
| 3.90 | | | | | | | | |
| 3.80 | | | Prof. Practice Score | Prof. Growth Score | Weighted Prof. | Student Growth Score | Weighted Student Growth | Total Score |
| 3.70 | | Teacher 1 | 3.00 | 3.50 | 2.60 | 2.00 | 0.40 | 3.00 |
| 3.60 | | | | | | | | |
| 3.50 | | | | | | | | |
| 3.40 | Effective | Teacher 2 | 2.50 | 2.50 | 2.00 | 3.50 | 0.70 | 2.70 |
| 3.30 | | | | | | | | |
| 3.20 | | | | | | | | |
| 3.10 | | Teacher 3 | 3.50 | 3.50 | 2.80 | 3.90 | 0.78 | 3.58 |
| 3.00 | | | | | | | | |
| 2.90 | | | | | | | | |
| 2.80 | | To calculate combined score: | | | | | | |
| 2.70 | | (Practice Score + Professional Growth Score)/2 * 0.8 + Student growth score * 0.2 | | | | | | |
| 2.60 | | | | | | | | |
| 2.50 | | | | | | | | |
| 2.40 | Partially Effective | | | | | | | |
| 2.30 | | | | | | | | |
| 2.20 | | | | | | | | |
| 2.10 | | | | | | | | |
| 2.00 | | | | | | | | |
| 1.90 | | | | | | | | |
| 1.80 | | | | | | | | |
| 1.70 | | | | | | | | |
| 1.60 | | | | | | | | |
| 1.50 | | | | | | | | |
| 1.40 | Ineffective | | | | | | | |
| 1.30 | | | | | | | | |
| 1.20 | | | | | | | | |
| 1.10 | | | | | | | | |
| 1.00 | | | | | | | | |
| 0.90 | | | | | | | | |
| 0.80 | | | | | | | | |
| 0.70 | | | | | | | | |
| 0.60 | | | | | | | | |
| 0.50 | | | | | | | | |
| 0.40 | | | | | | | | |
| 0.30 | | | | | | | | |
| 0.20 | | | | | | | | |
| 0.10 | | | | | | | | |

The above table includes the scoring guide for all three components of the system. Please use the following formula to calculate the summative effectiveness rating (SER) score.

$$\text{SER} = (\text{Profess. practice score} + \text{Profess. growth score})/2 * 0.8 + \text{Student Growth score} * 0.2$$

The addition of those components results in the overall cumulative score (SER).

Review Required -- If a teacher has scored highly effective in either SLO data OR professional practice and professional growth but is ineffective in the other, the data should be reviewed, and a conversation must be had between the teacher and the evaluator.

DEFINITIONS

growth plan- A written set of goals/plans all teachers create annually. The teacher creates his/her plan collaboratively with the administrator. The goals of a teacher's growth plan are based on prior summative evaluations, observations, and self-evaluation using the Marzano Teacher Evaluation Model "Learning Map." Goals are used to support teachers in improving effectiveness. Teachers are encouraged to try new strategies outside of those indicated in the summative evaluation.

self-directed professional growth cycle- A reflective growth cycle for teachers who are rated as HIGHLY EFFECTIVE or EFFECTIVE. Peer observations providing formative observations with feedback meets the law.

monitored professional growth cycle- A reflective growth cycle for teachers who are rated as PARTIALLY EFFECTIVE.

directed improvement cycle-A more intensely supported growth cycle for teachers who are rated as INEFFECTIVE as defined by the summative evaluation prepared by the evaluating administrator.

directed improvement plan (DIP)- A written set of goals/plan for teachers who are rated as INEFFECTIVE. It is based on summative evaluations/observations and the Marzano Teacher Evaluation Model "Learning Map." The DIP is created at the evaluating administrator's discretion, with teacher input. The DIP must include clear, measurable objectives and deadlines. In addition, according to Maine State Law, the DIP ***must*** be focused on improving teacher effectiveness in the areas specifically identified in the summative evaluation.

domain area(s) targeted for growth- See Marzano's *Learning Map*.

evidence of reflection- Artifacts presented by the teacher to the evaluating administrator that demonstrate a reflection routine and/or process that the teacher engages in to improve his/her effectiveness. Some examples include, but are not limited to: a reflection journal or similar documents, videos, blog, portfolio, audio recordings, planning records, data, student work.

added support- Additional activities or tasks that help a teacher improve his/her effectiveness. Added support activities or tasks may be determined by the teacher in collaboration with the evaluating administrator ***or*** may be determined on behalf of the teacher by the evaluating administrator, depending on the circumstance. "Some metrics could include: indicator ratings during classroom observations and mid-year evaluations; student feedback; and administrator or mentor review of lesson and unit plans. In addition to these regular check-ins, they may decide to implement additional processes to monitor growth areas, like periodic meetings with the teacher, any mentor teachers, and the administrator." (Newark Public Schools Teacher

Performance Evaluation Guidebook)

learning scale - A scale used in a summative evaluation that represents a teacher's overall rating level of effectiveness.

3.5-4.0 HIGHLY EFFECTIVE: Shows Evidence of Exceeding Essential Target Knowledge

2.5-3.4 EFFECTIVE: Shows Evidence of Essential Target Knowledge

1.5-2.4 PARTIALLY EFFECTIVE: Shows Evidence of Essential Foundational Knowledge

0-1.4 INEFFECTIVE: Lacks Sufficient Evidence of Foundational Knowledge

Protocol for Teachers in Year 1 of the Evaluation Cycle

1. Log into iObservation.
2. Across the top portion of the page, click on **GROWTH**, and select **PLANS**.
3. If you are entering for the first time or have not completed your growth plan,
 - a. you will need to complete the self-assessment. Please take your time, review the prompt, use the resources provided and score yourself objectively and honestly. Only you will see this. You will only need to do this once a year.
 - b. Next, you will need to choose the elements you will work on over the course of the next year. If you are a probationary teacher, you will need to choose element 4 until you have scored Applying (or Effective) on that element. You must choose 2 other elements from those available.
 - c. After choosing your elements, you will need to develop **at least** one measurable action step for each of the elements.
 - d. Once you have completed those steps, you will submit it to your evaluator for approval.
4. Your plan from earlier in the year should appear.
5. Click **VIEW**.
6. If you have not yet completed your reflection logs or entered comments for your action steps, you will need to create **at least one** log for **each** of the **three** elements you identified in your plan. This will need to include at least one reflection for each element as well.

Reflection Logs: [Show Past Entries](#)



7. If you are using the reflection logs, you will need to add a new entry for each element, if you do not have one per element. Please be sure to answer all the questions.
8. After completing all the questions, please click Save and Close. You should see the Reflection Log window showing how many entries you have. If you click on the [There is currently 1 entry in your log](#) link, it should take you to that one. If you have more than one, you will see a side list showing the entries you have. (see below and to the right)

Reflection Logs: [Hide Past Entries](#)

Helping Students Examine Similarities and Differences Jun 02, 2016 12:48:37 PM

What am I learning about the strategy?
Some students are comfortable identifying similarities and differences when they enter my classroom, while others struggle with that concept. At the start of the year, I should probably be more deliberate when it comes to supporting student learning and practicing this type of activity.

How do I need to prepare my lesson differently?
This ties in with the revising knowledge element for me, as allowing students to work together to explain how students compare and contrast material, including past knowledge.
Also, within my instruction, I should be more cognizant of the fact that students relate better with comparisons. I use them at times, but I know I can use them more extensively.

When I am using the strategy, what do I feel is working well for me in terms of evidences of improvement in student behavior/learning?
Walking through examples, especially real world ideas, helps students conceptualize material and begin to understand it better in terms of their own lives. Students are often more successful with tasks when given examples from which to build. However, that is not always a guarantee, as is evident in some of the assessments about cells.

How am I tracking the impact I have on student learning?
Student work is the best way to track growth on this element. Student work in discussion and conclusions of lab reports, where students are comparing and contrasting their control results with their experimental ones, is the best evidence that I consistently employ.

What do I need to adjust in order to progress to the next level for the element?
Once again, I need to be far more deliberate in employing these types of opportunities within my daily practice. Most students are exposed to this type of work at least a few times over the year, but there are definitely more places that this strategy would logically fit into my

[+ Add a New Entry](#)

Helping Students Examine Similarities and Differences
Created: Jun 02, 2016 12:48:37 PM
Updated: Jun 02, 2016 12:48:37 PM
[Remove](#) | [Edit](#)

Helping Students Revise Knowledge
Created: Jun 02, 2016 12:40:23 PM
Updated: Jun 02, 2016 12:40:23 PM
[Remove](#) | [Edit](#)

Establishing Classroom Routines
Created: Jun 02, 2016 12:32:35 PM
Updated: Jun 02, 2016 12:32:35 PM
[Remove](#) | [Edit](#)

9. As for the action steps, you should add *at least one* comment to each one, reflecting back on how you did on addressing those steps. You do this by clicking the [+Add Comments](#) link. (see below)

By the end of first quarter, I will ask at least one class to work through a pre and post assessment and have a discussion of about their preconceptions and their understanding after working through some of the lessons.

Date: 30 October 2015

Elements: Helping Students Revise Knowledge

Resources:

Finished [Remove](#) | [Edit](#)

[+ Add Attachments](#)

[+ Add Comments](#)

10. At the conclusion of the year, you will need to have your plan reviewed. Once you have completed your Reflection Log and/or added comments to all your Action Steps, please let your administrator know so s/he can review the work.

11. You will be responsible for printing out the finalized plan and submitting it to your evaluator.

Protocol for Teachers in Year 2 and Year 3 of the Evaluation Cycle

1. Log into iObservation.
2. Across the top portion of the page, click on **GROWTH**, and select **PLANS**.
3. If you are entering for the first time or have not completed your growth plan,
 - a. you will need to complete the self-assessment. Please take your time, review the prompt, use the resources provided and score yourself objectively and honestly. Only you will see this. You will only need to do this once a year.
 - b. Next, you will need to choose the elements you will work on over the course of the next year. You must choose one of the Power 9 and 2 other elements from those available.
 - c. After choosing your elements, you will need to develop **at least** one measurable action step for each of the elements.
 - d. Once you have completed those steps, you will submit it to your evaluator for approval.
4. Your plan from earlier in the year should appear.
5. Click **VIEW**.
6. If you have not yet completed your reflection logs or included at least one comment and artifact (piece of evidence) for each element, you will need to create **at least one** log or comment for **each** of the **three** elements you identified in your plan. This will need to include at least one reflection for each element as well.

Reflection Logs: [Show Past Entries](#)



7. You will need to add a new entry for each element, if you do not have one per element. Please be sure to answer all the questions.
8. After completing all the questions, please click Save and Close. You should see the Reflection Log window showing how many entries you have. If you click on the [There is currently 1 entry in your log](#) link, it should take you to that one. If you have more than one, you will see a side list showing the entries you have. (see below and to the right)

Reflection Logs: [Hide Past Entries](#)

Helping Students Examine Similarities and Differences Jun 02, 2016 12:48:37 PM

What am I learning about the strategy?
Some students are comfortable identifying similarities and differences when they enter my classroom, while others struggle with that concept. At the start of the year, I should probably be more deliberate when it comes to supporting student learning and practicing this type of activity.

How do I need to prepare my lesson differently?
This ties in with the revising knowledge element for me, as allowing students to work together to explain how students compare and contrast material, including past knowledge.
Also, within my instruction, I should be more cognizant of the fact that students relate better with comparisons. I use them at times, but I know I can use them more extensively.

When I am using the strategy, what do I feel is working well for me in terms of evidences of improvement in student behavior/learning?
Walking through examples, especially real world ideas, helps students conceptualize material and begin to understand it better in terms of their own lives. Students are often more successful with tasks when given examples from which to build. However, that is not always a guarantee, as is evident in some of the assessments about cells.

How am I tracking the impact I have on student learning?
Student work is the best way to track growth on this element. Student work in discussion and conclusions of lab reports, where students are comparing and contrasting their control results with their experimental ones, is the best evidence that I consistently employ.

What do I need to adjust in order to progress to the next level for the element?
Once again, I need to be far more deliberate in employing these types of opportunities within my daily practice. Most students are exposed to this type of work at least a few times over the year, but there are definitely more places that this strategy would logically fit into my

[+ Add a New Entry](#)

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[Remove](#) | [Edit](#)

9. As for the action steps, you should add *at least one* comment to each one, reflecting back on how you did on addressing those steps and documenting what you did. You do this by clicking the [+Add Comments](#) link. (see below)

By the end of first quarter, I will ask at least one class to work through a pre and post assessment and have a discussion of about their preconceptions and their understanding after working through some of the lessons.

Date: 30 October 2015

Elements: Helping Students Revise Knowledge

Resources:

Finished [Remove](#) | [Edit](#)

[+ Add Attachments](#)

[+ Add Comments](#)

10. Once you have completed your Reflection Log and added comments to all your Action Steps, you will need to print the document. You will need to be sure to print each Reflection Log entry, which means opening each log entry and printing just that page, once with each entry visible.

11. You should also share the growth plan with your administrator(s).

12. If you were peer observed, you will ONLY be submitting your Collaboration (see below) in response to your peer's observation.

- a. If your peer has not closed the observation, please be sure to have them save and close the observation.
- b. Then, go to **Observations** and choose **View Completed**.
- c. The observation itself is NOT to be submitted with your Growth Plan. Please simply take a screenshot (command+shift+4 on the teacher laptops) of your comments, print them and include them with the other paperwork.

Collaboration:

You Date Created: May 17, 2016 3:31:04 PM

As I review the potential evidence listed and the feedback, I would concur that one pair of students was particularly off task while waiting for equipment. This absolutely should have been addressed earlier in the session.

When I reviewed the comment about not needing to remind the class about procedures, I think of two different items. First, I did ask the class to assume the position around the perimeter of the room to allow for better attention to the summaries. Also, given the fact that the class already knows the expectations of the classroom, reminders are, as noted, not needed.

Unbeknownst to the observer, the students contributed to the development of the rubric that was utilized in the oral presentation assessment.

When considering the protocol of assigning who presents first, I tend to rely on a random assignment, asking for a number from a member of the class and going through the pile of papers to find that number in the pile. While this random assignment keeps the students paying attention to when it is their turn, I am not entirely convinced it is the best policy. This would be an area in which I could ask the students how they feel about that procedure and possibly brainstorm other ways to accomplish that task.

13. After printing the entire Growth Plan and peer observation Collaboration (if applicable), please sign it, copy it for your records and submit it to your administrator for review and approval.

It is **YOUR** responsibility to print, sign and submit your growth plan during Years 2 and 3.

Year 1 Teacher Evaluation Checklist and Timeline

1. Complete your self-assessment on <https://www.effectiveeducators.com>.
2. Complete your growth plan by the end of school on Friday, 5 October.
 - a. Do you have one of the Power 9 elements chosen?
 - b. Do you have 2 other elements chosen?
 - c. Do you have at least one action step for each element?
3. Complete one SLO by winter break unless you have prior approval to do them both after 1 January.
 - a. For each SLO, have you done the following?
 - i. Collaborated on your assessment?
 - ii. Given and scored the pre-assessment?
 - iii. With your collaborator(s), discussed and agreed upon targets for your students?
 - iv. Submitted your initial SLO form to your evaluator?
 - v. Given and scored the post-assessment?
 - vi. Completed your data sheet with your student names and scores?
 - vii. Converted your percentage of students meeting their targets into the rating score?
4. Complete action step documentation by 15 May.
 - a. Do you have at least one reflection log and/or one comment for each action step?
 - b. Do you have at least one artifact (piece of evidence) for each element?
5. Please print out your completed evaluation and submit it to your evaluator.

Year 2 and Year 3 Teacher Evaluation Checklist and Timeline

1. Complete your self-assessment on <https://www.effectiveeducators.com>.
2. Complete your growth plan by the end of school on Friday, 5 October.
 - a. Do you have one of the Power 9 elements chosen?
 - b. Do you have 2 other elements chosen?
 - c. Do you have at least one action step for each element?
3. Complete one SLO by winter break unless you have prior approval to do them both after 1 January.
 - a. For each SLO, have you done the following?
 - i. Collaborated on your assessment?
 - ii. Given and scored the pre-assessment?
 - iii. With your collaborator(s), discussed and agreed upon targets for your students?
 - iv. Submitted your initial SLO form to your evaluator?
 - v. Given and scored the post-assessment?
 - vi. Completed your data sheet with your student names and scores?
 - vii. Converted your percentage of students meeting their targets into the rating score?
4. Have at least one peer observation done by winter break unless you have prior approval to do them both after 1 January.
 - a. Have you identified a peer with whom you would like to work?
 - b. Have you identified on which element you would like your peer to focus during the observation?
 - c. Have you had a pre-conference, either in person or digitally?
 - d. Following the observation, did you have a post-conference and reflect upon the comments your peer provided in iObservation?
5. Complete action step documentation by 15 May.
 - a. Do you have at least one reflection log and/or one comment for each action step?
 - b. Do you have at least one artifact (piece of evidence) for each element?
6. Complete both peer observations by 15 May. Please see #4 above for the items you must complete.
7. Please print out your completed evaluation and submit it to your evaluator.