

# **Prairie Central CUSD #8**

Overview of the new  
Evaluation for Certified Staff

# Legislation effecting evaluation:

- Senate Bill 7
- PERA

What do these mean for our evaluation process?



# Senate Bill 7

- Why?

- Research shows that teacher effectiveness is the number one in-school factor determining student learning. More powerful than class size, school facilities, curriculum or other factors.
- The new system will better identify strengths and areas for growth.

# Senate Bill 7

- What does it do?
  - Makes performance a primary criteria in layoffs, recall, and teaching assignments.
  - Ties tenure and certification to performance.
  - Changes aspects of collective bargaining/right to strike.
  - Streamlines dismissal for tenured teachers
  - Initiates the collection of “survey of learning conditions”
  - Requires training for school board members

# Performance Evaluation Reform Act

- How will evaluation be improved by PERA?
  - We now have a clear description of professional excellence
  - The tool is based on standards of effective practice
  - Will add objectivity
  - Evaluators have been trained

And trained

And trained

And trained

And trained

# PERA

PERA requires schools to incorporate student growth data into the evaluation



\*30% of summative rating will be based on student growth beginning in 2016

# PERA

- Also required 4 categories for rating
  - Excellent
  - Proficient
  - Needs Improvement
  - Unsatisfactory

\*This change took place this year

# What's to love about it?

- A common understanding of what great teaching is!
- It's SO much more meaningful!

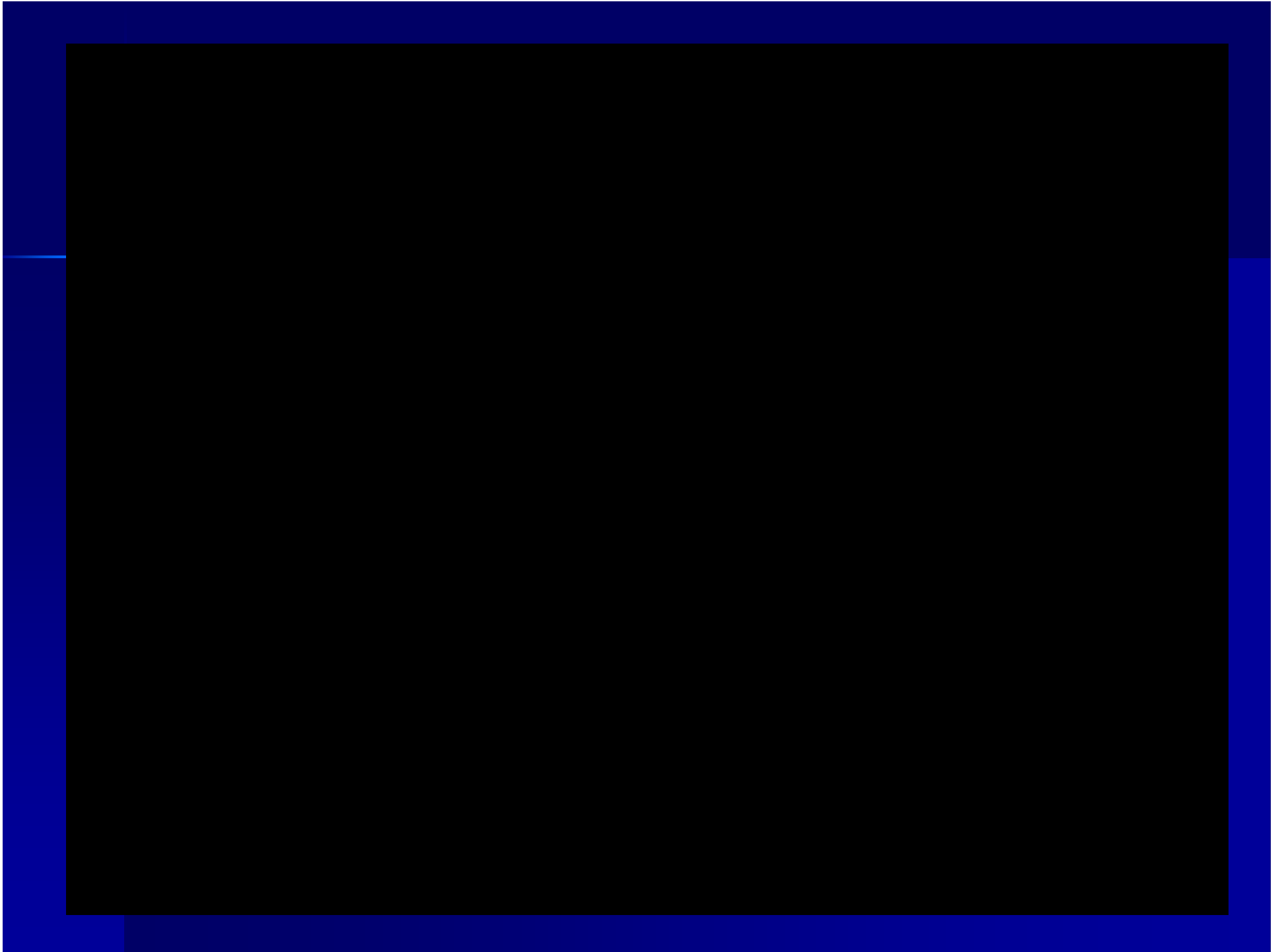


# Our New Tool

- Developed /adopted by PERA joint committee

Still based on  
Charlotte  
Danielson's  
Framework  
for Teaching





# Changes for Evaluators

- Evaluators must look for and document EVIDENCE in each area.
- There must be evidence to support each rating.
- Teacher shares the responsibility of evidence, especially in “Excellent” rating.

# So....what is evidence???

- The teacher called students by name.
- A student threw 3 wads of paper across the room without the teacher noticing.
- Students had their heads on their desks.
- Only 1 higher-order thinking question was asked throughout the 42-minute lesson.
- Teacher serves on curriculum council, PERA committee, Accelerated Reader committee.
- There is no student misbehavior observed during the lesson.

# And what is NOT???

- The lesson would have been better received if students were in a circle.
- The teacher's clothing was clearly distracting to the students.
- The lesson was designed to appeal to boys more so than girls.
- This was an incredible lesson where students learned a great deal.

\*\*Being aware of bias

# Frequency of Evaluation

## ■ Tenured Teachers

- One summative rating every other year.
- One formal and one informal observation minimum.

## ■ Non-Tenured

- One summative rating every year until tenured.
- Two formal and one informal observation minimum.

# Observation Types

## ■ Formal

- Minimum of 45 minutes OR complete lesson OR entire class period.
- Includes pre and post conference.
- Feedback given in written form

## ■ Informal

- No timeframe
- No preconference
- Feedback given orally or in writing (but must be in writing if used toward summative)
- Opportunity for post-conference

# Non-Tenured Teachers

- Summative rating of “excellent” during first three years, eligible for early tenure.
- MUST be “Proficient” or “Excellent” in two of last 3 years.
- Must be “Proficient” or “Excellent” in 4<sup>th</sup> year of non-tenure status.



# Tenure Below Proficient

## ■ Needs Improvement

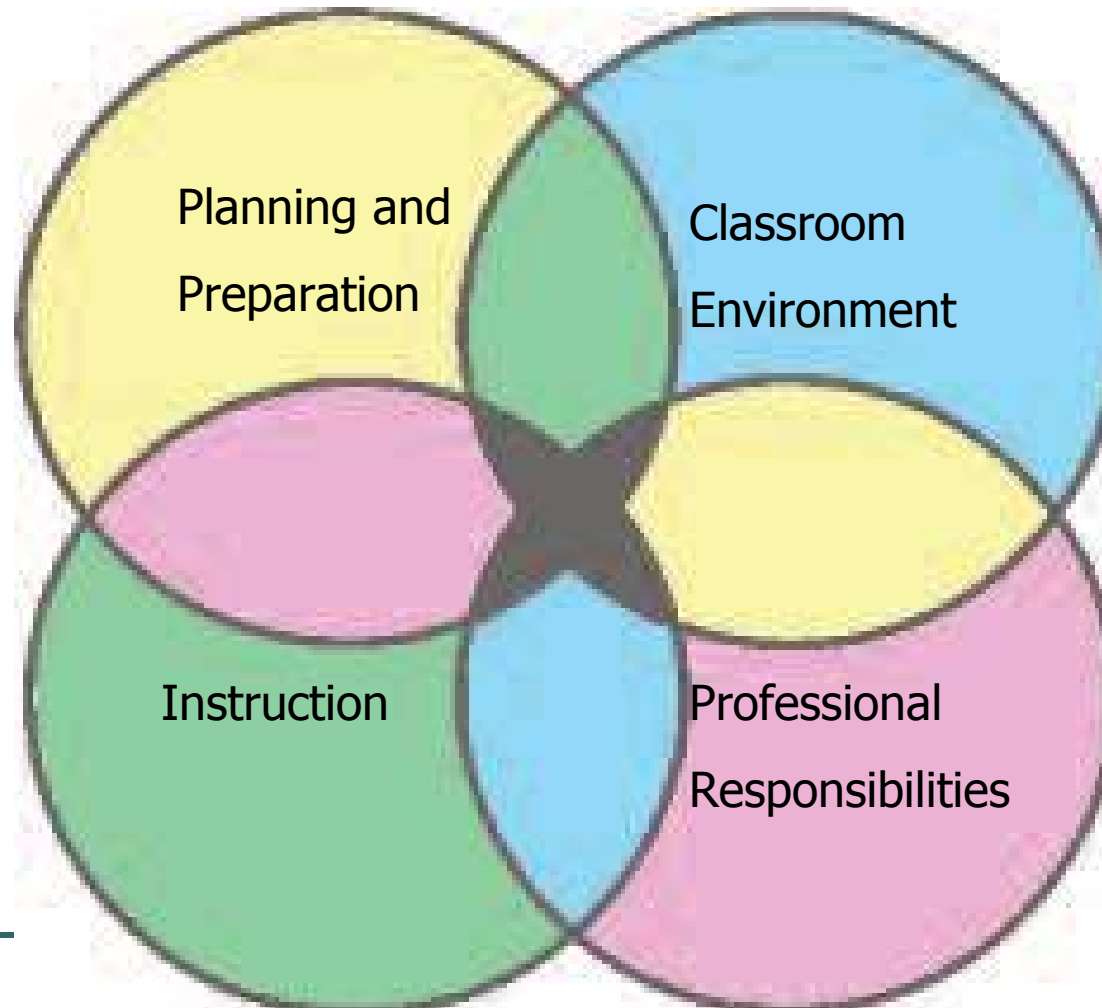
- Professional Development Plan
- Within 30 school days
- Time frame set by district
- Includes supports
- Developed by teacher, evaluator
- Min 3 observations (2 formal)
- Identify areas of improvement
- Must receive Proficient or Excellent on final evaluation to return to cycle

## ■ Unsatisfactory

- Remediation Plan
- Within 30 days
- 90 school day timeframe
- Includes supports
- Consulting teacher assigned, helps write plan
- Min 3 observations (2 formal) with Mid-point evaluation
- Deficiencies identified (if remediable)
- If deficiencies not corrected, subject to dismissal.

# The Danielson Model

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# Domain 1: Planning and Preparation

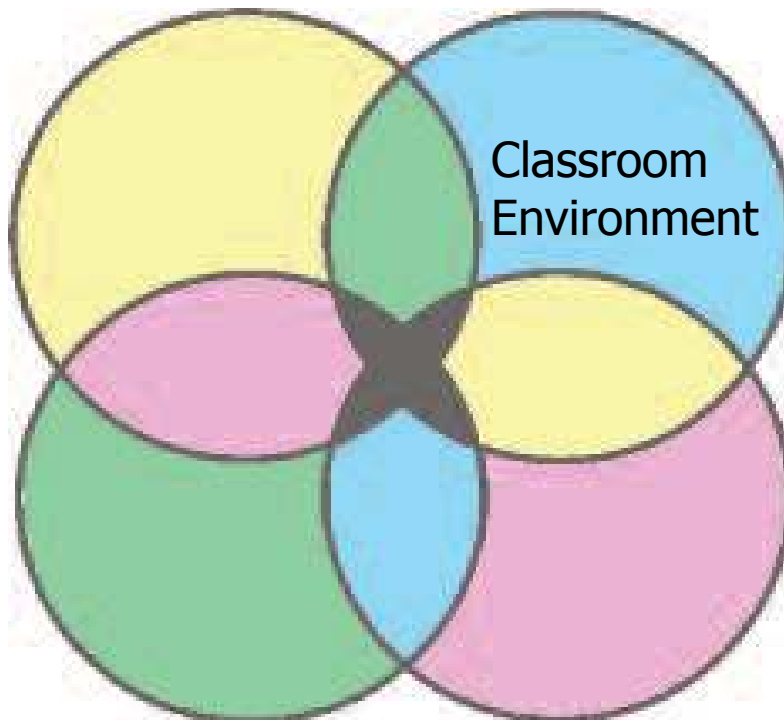
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- Selecting Instructional Goals
- Designing Coherent Instruction
- Demonstrating Knowledge of Content and Pedagogy
- Demonstrating Knowledge of Students
- Designing Student Assessments
- Demonstrating Knowledge of Resources

## Domain 2: The Classroom Environment

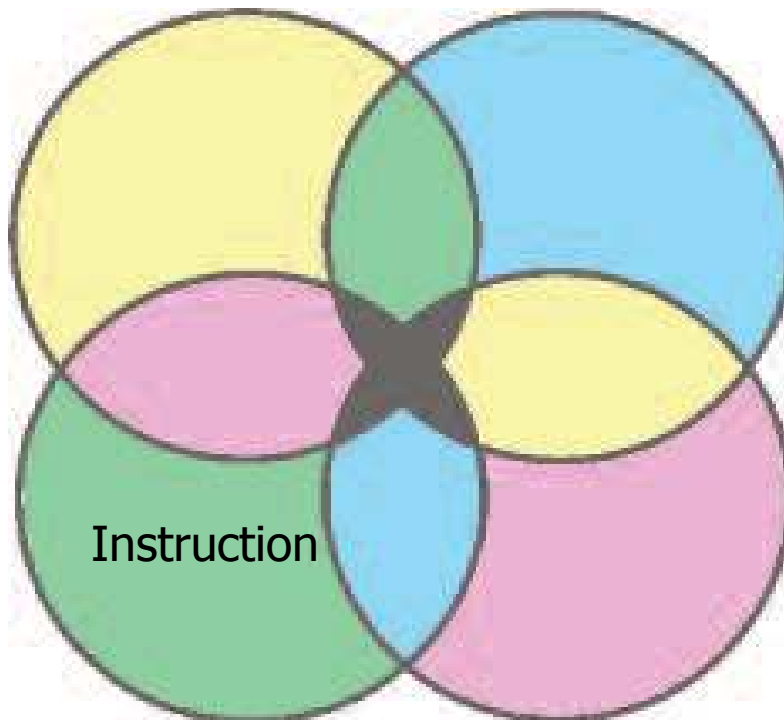
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- Creating an Environment of Respect and Rapport
- Establishing a Culture for Learning
- Managing Classroom Procedures
- Managing Student Behavior

## Domain 3: Instruction

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- Communicating with Students
- Using Questioning/Prompts and Discussion Techniques
- Engaging Students in Learning
- Using Assessment in Instruction

## Domain 4: Professional Responsibilities

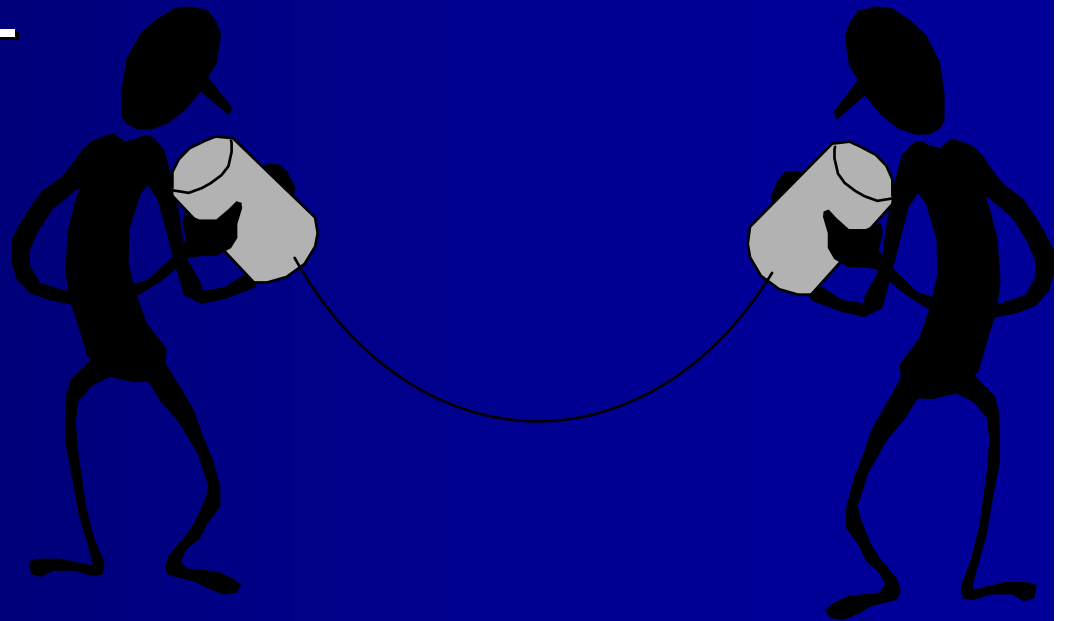
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- Communicating with Family
- Recording Data in a Student Record System
- Growing and Developing Professionally
- Reflecting on Professional Practice
- Participating in a Professional Community
- Showing Professionalism
- Attendance

# Domains 1 and 4

- These focus on what is done OUTSIDE the classroom.
- Evidence will mostly be collected during the pre-observation meeting.



# Pre-evaluation Questions

1. How have you adapted your lessons for the individual needs of your students?
2. Have you integrated other curricular areas into your lessons? Explain.
3. How will you assess the effectiveness of this lesson?
4. Has previous assessment contributed to the development of this lesson? If so, how?
5. Has assessment been adapted for individuals? If so, how?
6. What resources, including district and outside resources, have you used for today's lesson to extend your knowledge or the knowledge of students?
7. Describe how you communicate with families, with what frequency, and how you involve students in the process.
8. Please list all professional development activities you have been involved in during this evaluation cycle. How have you used these skills to contribute to the profession?
9. Describe a leadership role you have assumed in at least one aspect of school or district life.



# Domain 2: Classroom Environment



Can you help me, Mrs. Martin? This wasn't covered in any of my education courses.

# Creating an Environment of Respect and Rapport

- Teacher-student interactions
- Respect among students
- Behavior/response to behavior
- Regard for individual students

# Creating an Environment of Respect and Rapport

Unsatisfactory	Needs Improvement	Proficient	Excellent
<p>Patterns of classroom interactions, both between the teacher and students and among students, are mostly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels. Interactions are characterized by sarcasm, put-down, or conflict. The teacher does not deal with disrespectful behavior.</p>	<p>Patterns of classroom interactions, both between the teacher and students and among students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students' ages, cultures, and developmental levels. Students rarely demonstrate disrespect for one another. The teacher attempts to respond to disrespectful behavior with uneven results. The net result of the interactions is neutral: conveying neither warmth nor conflict.</p>	<p>Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages of the students. Students exhibit respect for the teacher. Interactions among student are generally polite and respectful. The teacher responds successfully to disrespectful behavior among students. The net result of the interactions is polite and respectful, but business-like.</p>	<p>Classroom interactions among the teacher and individual students are highly respectful, reflecting genuine warmth and caring and sensitivity to students as individuals. Students exhibit respect for the teacher and contribute to high levels of civility among all members of the class. The net result of the interactions is that of connections with students as individuals.</p>

# Evidence Examples:

- Teacher greets students by name as they enter the classroom.
- Students attend fully to what teacher is saying.
- Students applaud politely following a classmate's presentation.
- Students help each other and accept help from one another.
- Teacher and student use courtesies such as "please/thank you, excuse me".

What rating would this teacher receive for this component???

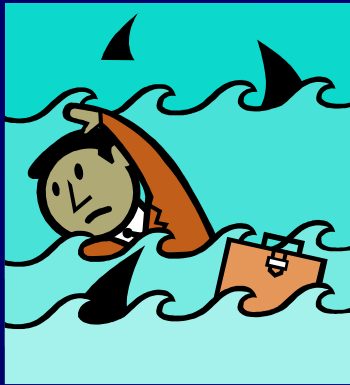
Proficient



# Evidence of “Excellent”

- Students say “shhh” to classmates while the teacher or another student is speaking.
- Teacher asks about a student’s basketball game over the weekend.
- Students ask if they can shift the furniture to better suit the needs of small group work.
- Students applaud enthusiastically for other students’ presentations (without prompt).

# Excellent is a new level for us!



# New Emphasis

- Student-lead
- Student-centered
- Teacher is facilitator/  
content expert





# Establishing a Culture for Learning

Needs Improvement	Proficient	Excellent
<p>The classroom culture is characterized by little commitment to learning by the teacher or students. The teacher appears to be only “going through the motions” and students indicate that they are interested in completion of a task rather than quality. The teacher conveys that student success is the result of natural ability rather than hard work; high expectations for learning are reserved for those students thought to have a natural aptitude for the subject.</p>	<p>The classroom culture is a cognitively busy place where learning is valued by all, with high expectations for learning the norm for most students. The teacher conveys that with hard work students can be successful; students understand their role as learners and consistently expend effort to learn. Classroom interactions support learning and hard work.</p>	<p>The classroom culture is a cognitively vibrant place, characterized by a shared belief in the importance of learning. The teacher conveys high expectations for learning by all students and insists on hard work; students assume responsibility for high quality by initiating improvements, making revisions, adding detail, and/or helping peers.</p>

# Evidence Examples

## ■ Proficient

- Teacher: “This idea is really important because....”
- Students get right to work when assignment is given.
- Teacher: “This is difficult, but you will be able to do it well”.

## ■ Excellent

- A student asks if he can redo the assignment to improve it.
- Student asks a classmate to explain a concept.
- Students continue to work when teacher isn't working with them.

# Managing Classroom Procedures:

How long do transitions take??

Do students initiate productive use of time?

Are there smooth transitions between large and small group work?

Are students taking initiative to remind others of their role in groups, and able to redirect each other?

Is there an established attention signal?



# Managing Classroom Procedures

Needs Improvement	Proficient	Excellent
<p>Some instructional time is lost due to only partially effective classroom routines and procedures. The teacher's management of instructional groups, transitions, and/or handling of materials and supplies is inconsistent, leading to some disruption of learning. With regular guidance and prompting, students follow established routines.</p>	<p>There is little loss of instructional time due to effective classroom routines and procedures. The teacher's management of instructional groups and/or the handling of materials and supplies is consistently successful. With minimal guidance and prompting, students follow established classroom routines.</p>	<p>Instructional time is maximized due to efficient classroom routines and procedures. Students contribute to the management of instructional groups, transitions, and/or the handling of materials and supplies. Routines are well understood and may be initiated by students.</p>

# Managing Student Behavior

- In order to achieve "Excellent"
  - Behavior ENTIRELY appropriate
  - Teacher monitors without speaking
  - Students remind each other of rules.



# Essentially....

- Proficient is a very good teacher.
- Excellent is...
  - Students having high standards.
  - Students having choice.
  - Students taking initiative for their own learning.
  - Students helping/teaching/learning from students.
  - Student centered classrooms.

# Summative Rating

- Domain 1: 6 Components
- Domain 2: 4 Components (x2) = \*8
- Domain 3: 4 Components (x2) = \*8
- Domain 4: 7 Components

\*Each Domain 2 and 3 Component is worth "double" that of 1 and 4 for a total of 29 individual ratings.

# Summative Rating

- Excellent: Teacher is rated "Excellent" with 20 or more "Excellent" on the evaluation and no "Needs Improvement" or "Unsatisfactory"
- Proficient: Teacher is rated "Proficient" if there are fewer than 20 items marked "Excellent", no more than 5 items marked less than "Proficient", and 0 items marked "Unsatisfactory" .
- Needs Improvement: Teacher is rated "Needs Improvement" with 6 or more items marked "Needs Improvement" but no more than 4 items marked "Unsatisfactory".
- Unsatisfactory: Teacher is rated "Unsatisfactory" if rated "Unsatisfactory" on 5 or more items.