

Teacher Evaluation

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Planning for 2024/25

2023 Legislative Update

Public Act 23-159

- Beginning in the 24/25 SY, each BOE must adopt and implement an Evaluation Program that is consistent with the Evaluation Guidelines adopted by the State Board of Education
- Develop in mutual agreement with PDEC
- Must provide annual training for evaluators and teachers

Guidelines released 9/14/23

- Non-negotiables
- Best practices

Model plan released 2/22/24

Guiding Principles

- **Allow for differentiation of roles** (for example, teachers, counselors, instructional coaches, student support staff, and leaders in central office such as principal, assistant principal, etc.).
- **Simplify and reduce the burden** (for example, eliminate the technical challenge; reduce the number of steps, paperwork).
- **Focus on things that matter** (identify high leverage, mainstream goal focus areas).
- **Connect to best practices aimed at the development of the whole child** (including, but not limited to, academic, social, emotional, and physical development).
- **Focus on educator growth and agency** (meaningfully engage professionals by focusing on growth and practice in partnership with others aligned to a strategic focus—see above, focus on things that matter).
- **Meaningful connections to professional learning** (provide multiple pathways for participants to improve their own practice in a way that is meaningful and impactful).
- **Specific, timely, accurate, actionable, and reciprocal feedback.**

What's new?

- ✓ No rating or scoring
- ✓ Focus on educator practice, growth and agency
- ✓ Allow for differentiation of roles
- ✓ Choice of professional standards
- ✓ Simplify and reduce the burden of paperwork
- ✓ Tiered Support

Components of the New Plan

Goal setting process

- Meet 3xs/year - goal setting, reflection, and feedback

Professional Standards

- CCT, supplemental standards, and single-point rubric

Professional Practice and Student Growth

- Emphasis on self-assessment, reflection on practice relative to standards, and student needs

Observations and Feedback

- Differentiated for non-tenured staff
- Written feedback
- Minimum requirements, but option for additional

Tier 1, 2, 3 Support

Corrective Action

Dispute resolution

Single Point Rubric

Areas of Strength	Effective Practice Adapted from the <i>CCT Rubric for Effective Teaching 2017</i>	Opportunities for Growth/ Next Steps
	<p>The teacher implements effective instruction for active learning, which:</p> <ul style="list-style-type: none">• Employs differentiated strategies, tasks, and questions that cognitively engage students through appropriately integrated recall, problem-solving, critical and creative thinking, purposeful discourse and/or inquiry.• Uses resources and flexible groupings that cognitively engage students.• Fosters students' ownership, self-direction, and choice of resources and/or flexible groupings to develop their learning.• Provides multiple opportunities for students to develop independence as learners. <p>And where the students:</p> <ul style="list-style-type: none">• Demonstrate new learning in multiple ways, including application of new learning to make connections between concepts.• Generate their own questions and problem-solving strategies and synthesize and communicate information.• Approach learning in ways that will be effective for them as individual learners.	

Process

Professional Development and Evaluation Committee (PDEC) structure developed

Meetings to understand the non-negotiables and best practices

Small group to draft the document

Feedback from the PDEC sub-committee

Revise and continue drafting the plan

PDEC consensus - May

BOE approval - June

Rollout Planning - June to August

