

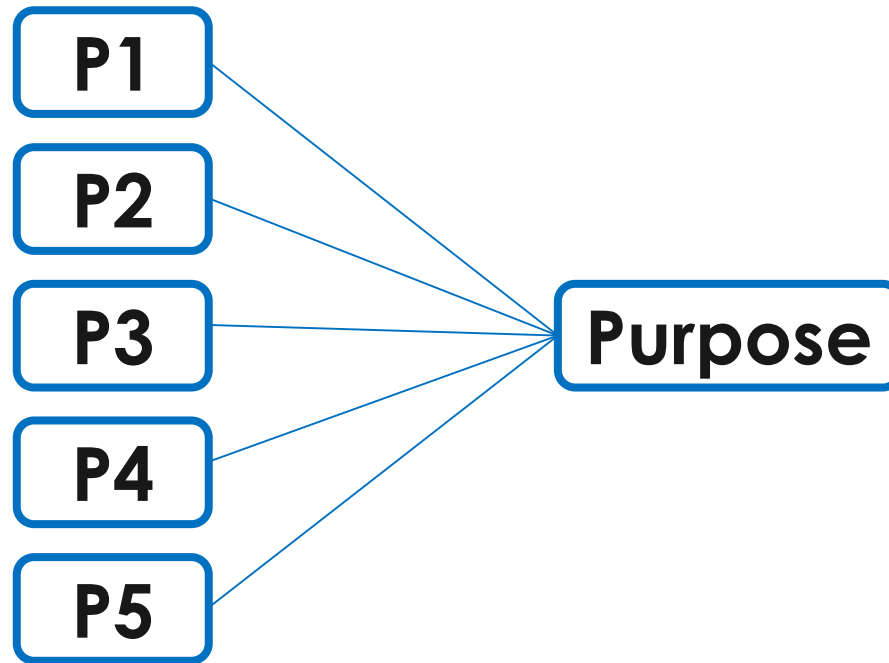


Holistic Summative Scoring 5D+

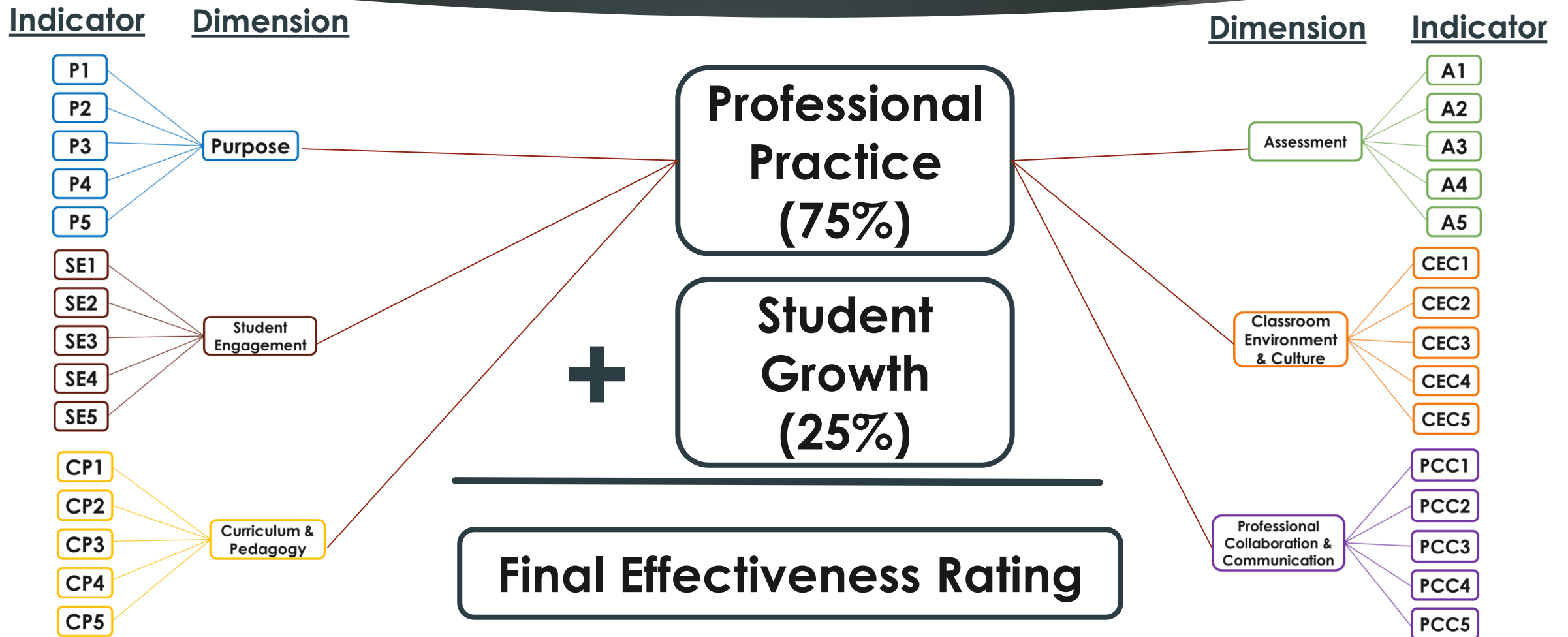
Five Step Process

1. Determine rating score for each **indicator**
2. Determine rating score for each **dimension**
3. Determine rating score for **Professional Practice** (total 5D+ score)
4. Determine rating score for **Student Growth**
5. Determine Overall **Effectiveness Rating**
 - (combination of Professional Practice 75% and Student Growth 25%)

Five Step Process



Five Step Process



Scoring Methods

1. Numerical Average
2. Preponderance of Evidence
3. Growth Over Time

Scoring Methods

Numerical Average

Preponderance of Evidence

Growth Over Time

- Assign a numerical rating to each piece of coded evidence for an indicator based on the rubric.
- Take an average of the ratings for all coded evidence as the rating for that **indicator**.
- Take an average of the ratings for all indicators as the rating for that **dimension**.

Scoring Methods

Numerical Average

Preponderance of Evidence

Growth Over Time

- Take an average of the ratings for all dimensions as your **Professional Practice** score.
- Combine your Professional Practice Rating with your **Student Growth** rating using a 75-25% weighting to determine your overall **Effectiveness Rating**.

Doesn't acknowledge growth or differences in teacher performance within a performance level.

Scoring Methods

Numerical Average

Preponderance of Evidence

Growth Over Time

Per Merriam-Webster Dictionary...

Definition of **Preponderance**:

- 1 : a superiority in weight, power, importance, or strength.
- 2 a : a superiority or excess in number or quantity
 b : majority.

Scoring Methods

Numerical Average

Preponderance of Evidence

Growth Over Time

- For each **indicator**, evaluators will look at all evidence and determine (via the rubric) at which level the teacher is most consistently performing. That will be the assigned performance rating.

Scoring Methods

Numerical Average

Preponderance of Evidence

Growth Over Time

- For each **dimension**, evaluators will look at indicator scores (determined from the rubric), but also consider the key ideas of the dimension (“The Vision” from the Instructional Framework) and determine a rating based on a Holistic Rubric.

Scoring Methods

Numerical Average

Preponderance of Evidence
Holistic Rubric

Growth Over Time

Unsatisfactory: Professional practice shows evidence of not understanding the concepts underlying individual components of the dimension. 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 practice.

Basic: Professional practice shows a developing understanding of the knowledge and skills of the dimension required to practice, but performance is inconsistent over a period of time due to lack of experience, expertise, and/or commitment.

Scoring Methods

Numerical Average

Preponderance of Evidence
Holistic Rubric

Growth Over Time

Proficient: Demonstrates evidence of thorough knowledge of all aspects of the profession. This is successful, accomplished, professional, and effective practice.

Distinguished: Demonstrates mastery of practices in the dimension. To achieve this rating, a teacher or principal would need to have received a majority of distinguished ratings on the indicators within the dimension.

Scoring Methods

Numerical Average

Preponderance of Evidence

Growth Over Time

- For a **Professional Practice** rating, evaluators will look at dimension scores (determined above) and consider a preponderance of evidence based on the key ideas of each dimension and utilize the Holistic Rubric.

Scoring Methods

Numerical Average

Preponderance of Evidence

Growth Over Time

- For each **indicator**, evaluators will look at all evidence and determine (via the rubric) at which level the teacher is most consistently performing. That will be the assigned performance rating.
- For each **dimension**, evaluators will look at indicator scores (determined from the rubric) and a preponderance of evidence at the indicator level, but also consider the key ideas of the dimension ("The Vision" from the Instructional Framework) and determine a rating based on a Dimension Level Rubric.
- For a **Professional Practice** rating, evaluators will look at dimension scores (determined above) and consider a preponderance of evidence based on the key ideas of each dimension.
- Combine your **Professional Practice** rating with your **Student Growth** rating using a 75-25% weighting to determine your overall **Effectiveness Rating**.

Scoring Methods

Numerical Average

Preponderance of Evidence

Growth Over Time

- The **growth over time** method is very similar to the preponderance method, except that evaluators give more consideration to more *recent* evidence when determining indicator scores.
- These ratings are designed not to reflect your overall performance for the year, but rather to reflect your performance at or near the end of two 5D+ inquiry cycles after receiving targeted feedback and support for most of the year.

Scoring Methods

Numerical Average

Preponderance of Evidence

Growth Over Time

- Numerical Average **will not** be used.
- **Preponderance of Evidence** method will be used for most indicators
 - unless your evaluator notices a significant growth in a specific indicator
- **Growth Over Time** method will be used for Areas of Focus.
 - it is assumed that teachers will show more growth in the indicators they have been focusing on
 - if an evaluator notices significant growth in a particular indicator that was not an area of focus, the evaluator may use the Growth Over Time method for this indicator

Scoring Bands

- Student Growth

Unsatisfactory = 1	Basic = 2	Proficient = 3	Distinguished = 4
0-59.4% of Students	59.5 -74.4% of Students	74.5-89.4% of Students	89.5 -100% of Students

- Overall Effectiveness Rating

Ineffective	Minimally Effective	Effective	Highly Effective
1.0 - 1.49	1.5 - 2.49	2.5 - 3.49	3.5 - 4.0



Actual Scoring

What does this look like?

Pivot Screen Shots Next

Determining Indicator Ratings

DATA WAREHOUSE

CURRICULUM MAPPING

INTERVENTIONS

DAILY ASSESSMENTS

EVALUATIONS

Summative Results

Previous Observations

Summary

Staff Member
Teacher 99

Dimension

Purpose

Student Engagement

Curriculum & Pedagogy

Assessment for Student Learning

Classroom Environment & Culture

Professional Collaboration & Communication

SAVE AND RETURN

1.P Purpose

Standards: Connections to standards, broader purpose and transferable skill

Summative Scripting Ratings

The information below shows scripting ratings selected via the Code Evidence tab in all observations for this staff member since their previous evaluation.

	Unsatisfactory	Basic	Proficient	Distinguished	Excellent	Your Rating
1.P.1 Learning target(s) connected to standards	-	-	-	-	-	
1.P.2 Lessons connected to previous and future lessons, broader purpose and trans... more	-	-	-	-	-	
1.P.3 Design of performance task	-	-	-	-	-	
1.P.4 Communication of learning target(s)	-	-	-	-	-	
1.P.5 Success criteria	-	-	-	-	-	

Final Dimension Rating: .

Comments

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Evaluating Evidence:

P1 Learning Target Connected to Standards

Summative Results

Previous Observations

Summary

Staff Member
Roberta CEL

Dimension

Purpose

Student Engagement

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Professional Collaboration & Communication

Save and Return

1.P Purpose

Standards: Connections to standards, broader purpose and transferable skill

Summative Scripting Ratings

The information below shows scripting ratings selected via the Code Evidence tab in all observations for this staff member since their previous evaluation

	Unrated	Distinguished	Proficient	Basic	Uns
1.P.1 Learning target(s) connected to standards	5				
1.P.2 Lessons connected to previous and future lessons, broader purpose and transferable skill	17				
1.P.3 Design of performance task	15				
1.P.4 Communication of learning target(s)	9				
1.P.5 Success criteria	13				

Show Other Scripting

Final Dimension Rating:

Comments

Unrated Distinguished Proficient Basic Uns

1.P.1 Learning target(s) connected to standards

5

-

-

-

-

Your Rating

Total Evidence (10)

Noticings/Wonderings (5)

The LT and SC are projected on the screen. T reads - LT for today is "to deepen understanding of the Outsiders by participating in a Socratic Seminar." SC for today, "you are going to share your thinking using relevant textual evidence, listen to and build upon the ideas of others to further collective understanding, writing a reflective response explaining how your thinking deepened because Seminar." [1 minute] T - What does collective understanding mean? How did you select today's learning target and success criteria?

05/31/2016
Colin Ripmaster
Unrated

For the learning target, I knew I needed them to understand the Outsiders better and I figured they could use a Socratic Seminar to do that. We have been working on

05/31/2016
Roberta CEL

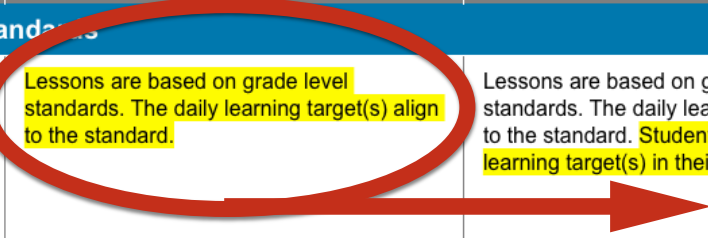
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Determining Indicator Rating

P1	Learning target(s) connected to standards
Lessons are not based on grade level standards or there are no learning targets aligned to the standard or the targets do not change daily.	Lessons are based on grade level standards. The daily learning target(s) align to the standard. Students can rephrase the learning target(s) in their own words.



- Start at **Basic** – is there evidence to support all parts of the **Basic** performance level?
 - If no, rate **Unsatisfactory**
 - If yes,
- Move to **Proficient** - is there evidence to support all parts of the **Proficient** performance level?
 - If no, rate **Basic**
 - If yes,
- Move to **Distinguished** – is there evidence to support all parts of the **Distinguished** performance level?
 - If no, rate **Proficient**
 - If yes, rate **Distinguished**

Determining Dimension Ratings

- Once all required **indicator** scores are determined, determine each **dimension** score.
 - *Examine your indicator ratings*
 - *Consider the key ideas of the dimension.*
 - *Score the dimension based on the preponderance of evidence at indicator level.*
- If the dimension score is not clear, refer back to the *Holistic Scoring Rubric* and the *Instructional Framework, Vision and Guiding Questions* for that dimension.

Determining Dimension Ratings

DATA WAREHOUSE

CURRICULUM MAPPING

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Curriculum & Pedagogy

Assessment for Student Learning

Classroom Environment & Culture

Professional Collaboration & Communication

SAVE AND RETURN

1.P Purpose

Standards: Connections to standards, broader purpose and transferable skill

Summative Scripting Ratings

The information below shows scripting ratings selected via the Code Evidence tab in all observations for this staff member since their previous evaluation.

	Unrated	Distinguished	Proficient	Basic	Unsatisfactory	Your Rating
1.P.1 Learning target(s) connected to standards	-	-	-	-	-	<input type="text"/>
1.P.2 Lessons connected to previous and future lessons, broader purpose and trans... more	-	-	-	-	-	<input type="text"/>
1.P.3 Design of performance task	-	-	-	-	-	<input type="text"/>
1.P.4 Communication of learning target(s)	-	-	-	-	-	<input type="text"/>
1.P.5 Success criteria	-	-	-	-	-	<input type="text"/>

Final Dimension Rating:

Comments

Determining Professional Practice Rating

- Examine your dimension ratings
- Consider the key ideas of each Dimension.
- Derive the 5D+ Professional Practice Rating based on the preponderance of evidence at the Dimension Level.

Summative Results

	Rating
1.P. Purpose	2
2.SE. Student Engagement	3
3.CP. Curriculum & Pedagogy	3
4.A. Assessment for Student Learning	2
5.CEC. Classroom Environment & Culture	3
6.PCC. Professional Collaboration & Communication	3

Final Rating:



- (4) Distinguished
- (3) Proficient
- (2) Basic
- (1) Unsatisfactory

Evaluation Comments:

A Little Math...

▶ Professional Practice Ratings

▶ Distinguished (4)

▶ Proficient (3)

▶ Basic (2)

▶ Unsatisfactory (1)

▶ What if I am rated Basic (2)?

A Little Math...

Final Effectiveness Rating = Professional Practice Rating x 0.75 + Student Growth Rating x 0.25

= 2 x 0.75 + 4 x 0.25
Basic 89.5 -100%

2.5 = 1.5 + 1

Ineffective	Minimally Effective	Effective	Highly Effective
1.0 - 1.49	1.5 - 2.49	2.5 - 3.49	3.5 - 4.0

What to expect from your Year-End Post-Inquiry Cycle Conference

(This is your “Final Summative Evaluation Meeting”)

- ▶ You will schedule a meeting with your evaluator
- ▶ **Three days** prior to that meeting all 5D+ evidence must be uploaded (and coded) and all Student Growth data should be turned in to your evaluator.

What to expect from your Year-End Post-Inquiry Cycle Conference

- ▶ At your meeting, your administrator will want to know from you..

How has your professional practice grown this year?

- ▶ Your administrator will share with you
 1. Observed areas of strength
 2. Observed areas of concern
 3. Recommended Areas of Focus for next year(These are recommendations, not set in stone)

What to expect from your Year-End Post-Inquiry Cycle Conference

- ▶ After finalizing, there will be a paper copy for signatures
- ▶ Original to HR for personnel file



For Next Year...

Additional District Area of Focus

P5: Purpose – Success Criteria

- ▶ Identified by District Evaluators as a team
- ▶ Closely tied to success in other indicators
 - **A1:** Assessment – Student self-assessment
 - **A2:** Assessment – Student use of formative assessments over time
 - **P1:** Purpose – Learning target(s) connected to standards



For Next Year...

- ▶ Self Assessment and Growth Plan for 2017-18 school year can be started as early as **July 21st.**

For Next Year...

- ▶ Goals Meetings will not be required for everyone next year – only if
 - your overall rating was less than Effective
 - you are on an IDP
 - you or your evaluator requests a meeting

For Next Year...

- ▶ **Growth Plans** are to be completed and approved (and Goals Meetings if necessary) by **September 30th**.
- ▶ Observations will begin as soon as your Growth Plan has been approved.



In a Perfect World

“Key & Peele – Teaching Center”

Questions

1. Your building administration
2. Jill Pastor, Director of Curriculum
3. Gerard Morin, Director of Human Resources