

Timberlane Regional School District

Educator Evaluation Plan Highlights

School Board Presentation

June 4, 2015

Introduction

Evaluation Committee:

- ▶ Debra Armfield Executive Director of Curriculum...
- ▶ Michelle Auger Principal, Pollard School
- ▶ Louis Broad Teacher, TRHS, TTA President
- ▶ Scott Desmond Special Education, TRMS
- ▶ Jan Gilman 4th Grade Teacher, Sandown Central
- ▶ Lorainne Mascioli Math Teacher, TRHS, TTA VP
- ▶ Jennifer Toth School Librarian, A.A, TTA Rep
- ▶ Dr. Roxanne Wilson Assistant Superintendent

- ▶ *When you see a  in the presentation, it denotes a NEW item to the Evaluation Plan*

Why Change?

- ▶ Focus on the relationship of educator preparation and evaluation to student learning
- ▶ Moving from an evaluation system based on only observations, to evidence-based systems of teacher practice and student performance
- ▶ Recognizing multiple measures in evaluation systems
- ▶ Allowing each educator to “own” student learning objectives connected to collective improvement goals in State-wide tests, Universal Assessments, or District/School goals
- ▶ Assessing teacher effectiveness



Collaborative 2 year process

2013–15:

- ▶ Reviewed the State Model recommended by the NH Task Force 2013
- ▶ Researched teacher effectiveness
- ▶ Researched other models in NH and other States for Student Learning Objectives
- ▶ Reviewed the new 2013 Charlotte Danielson Framework
- ▶ Dialogued about important components of the TRSD evaluation plan: Our vision

3 Components of the Plan



Weighted Accountability



1) Danielson 4 Domains 60 %

Domain I: Planning and Preparation

- 1a: Demonstrating Knowledge of Content and Pedagogy
- 1b: Demonstrating Knowledge of Students
- 1c: Selecting Instructional Outcomes
- 1d: Demonstrating Knowledge of Resources
- 1e: Designing Coherent Instruction
- 1f: Designing Student Assessments

Domain II: Classroom Environment

- 2a: Creating an Environment of Respect and Rapport
- 2b: Establishing a Culture for Learning
- 2c: Managing Classroom Procedures
- 2d: Managing Student Behavior
- 2e: Organizing Physical Space

Domain III: Instruction

- 3a: Communicating with Students
- 3b: Using Questioning and Discussion Techniques
- 3c: Engaging Students in Learning
- 3d: Using Assessment in Instruction
- 3e: Demonstrating Flexibility and Responsiveness

Domain IV: Professional Responsibilities

- 4a: Reflecting on Teaching
- 4b: Maintaining Accurate Records
- 4c: Communicating with Families
- 4d: Participating in a Professional Community
- 4e: Growing and Developing Professionally
- 4f: Showing Professionalism



2) Educator goals aligned to District or School Goals: 20 %

EXAMPLES:

- ▶ Each student's score will increase by 5–8% and/or show mastery in the acquired skills critical to literacy development by the end of the 2014–2015 school year.
- ▶ Students will demonstrate greater proficiency in meeting course competencies as demonstrated through a 2 – 5 percent increase by course in Midterm and Final assessment scores.

3) Student Learning Objectives 20 %

- ▶ SLO's are “content and grade/course-specific measurable learning objectives that can be used to document student learning over a period of time” (p. 26).
- ▶ SLO's can be for groups of students, a class, or a grade level, as long as the educator has ownership of the students.
- ▶ Clear targets are set, differentiation occurs and monitoring student progress is essential to SLOs.

Example of an SLO target

English Language Arts

- ▶ By June, at least 80% of students will demonstrate improvement in their understanding and use of vocabulary as measured by an increase of at least 5 points as measured by the students' pre/post score comparison on the Vocabulary Acquisition & Use domain of the STAR reading assessment.



Four Categories of Educator Plans

1. New Educator

Pre determined goals

2. Experienced Educator

★ No “opt out” anymore

3. Support Plan Educator

Observations/support plan

4. Improvement Plan Educator

Observations/improvement plan



Three Year Evaluation Process

Requirements differ depending on category

- ▶ Self Reflection
- ▶ Goal Setting/ Goal Review
- ▶ Observations
 - Formal/ Structured
 - Informal/Unstructured
 - ★ ◦ Unassociated
- ▶ Annual Reflections of progress
- ▶ Summary Conference: end of third year
- ▶ Summary Evaluation Report

Multiple Measures: Evidence

- ▶ Observations
 - Formal, Informal, Unassociated
- ▶ Goals
 - Contribution and Actual results
- ▶ Student Learning Objectives
 - Actual results of meeting targets
 - Low, average and High growth

Documented over 3 years