



Anacortes School District

Preparing Anacortes students to meet world class learning standards and to become ***School Ready, Transition Ready*** and ***College/Career Ready*** through extraordinary instruction.

Anacortes School District Teacher Evaluation *Lessons Learned*

March 15, 2013



Anacortes School District

Preparing Anacortes students to meet world class learning standards and to become ***School Ready, Transition Ready*** and ***College/Career Ready*** through extraordinary instruction.

EVALUATION PILOT GOAL

To create a comprehensive, systems-linked evaluation model with parallel structures for both principals and teachers that includes a 4-tiered rating system, meets the 8 WA State criteria, uses student growth data, uses multiple measures of teacher/principal effectiveness, and functions to ***improve instruction, leadership, and student learning.***



Anacortes School District

Preparing Anacortes students to meet world class learning standards and to become ***School Ready, Transition Ready*** and ***College/Career Ready*** through extraordinary instruction.

MULTIPLE MEASURES OF EFFECTIVENESS

- To what degree can the teachers teach and the principals lead?
- To what degree do the students make academic growth and attain academic achievement?
- To what degree do the teachers and principals grow and improve as professionals?

Evaluations should include multi-faceted evidence of teacher practice, student learning, and professional contributions that are considered in an integrated fashion, in relation to one another and to teaching context.

~ Linda Darling-Hammond (2012)



Anacortes School District

Preparing Anacortes students to meet world class learning standards and to become **School Ready, Transition Ready** and **College/Career Ready** through extraordinary instruction.

TEACHER LEADERS

- Two teacher leaders in each school
- Resource/communication link for staff
- Leading all TPEP and Cycle of Inquiry professional development alongside the principal

Teachers are critical to education reform because they are the ones who have the front line knowledge of classroom issues and the culture of schools, and they understand the support they need to do their jobs well. Teachers' expertise is at the foundation of increasing teacher quality and advancements in teaching and learning. Only when teachers learn, will their students learn. ~Paulu and Winters (1998) and Barth (2001)



Anacortes School District

Preparing Anacortes students to meet world class learning standards and to become ***School Ready, Transition Ready*** and ***College/Career Ready*** through extraordinary instruction.

Teacher Evaluation, Professional Growth and The Cycle of Inquiry

“[The Cycle] made me focus deeply on one group of students and work with the problem they were facing. It helped me focus my professional development and teaching.”

~Anacortes Teacher



Anacortes School District

Preparing Anacortes students to meet world class learning standards and to become ***School Ready, Transition Ready*** and ***College/Career Ready*** through extraordinary instruction.

PROFESSIONAL PATHWAYS BIG IDEAS

- All teachers and principals need to grow and improve
- Teachers need different levels of support, guidance, and supervision at different points in their careers
- Principals' time is a limited resource and should be used with those teachers who need the most support, guidance, and supervision
- Many teachers are self-directed; they already reflect on their practice, take steps to improve professionally and track student growth
- Some teachers need direction on how to improve their practice and how to monitor student growth

Support for teacher learning and evaluation need to be part of an integrated whole that promotes effectiveness during every stage of a teacher's career.

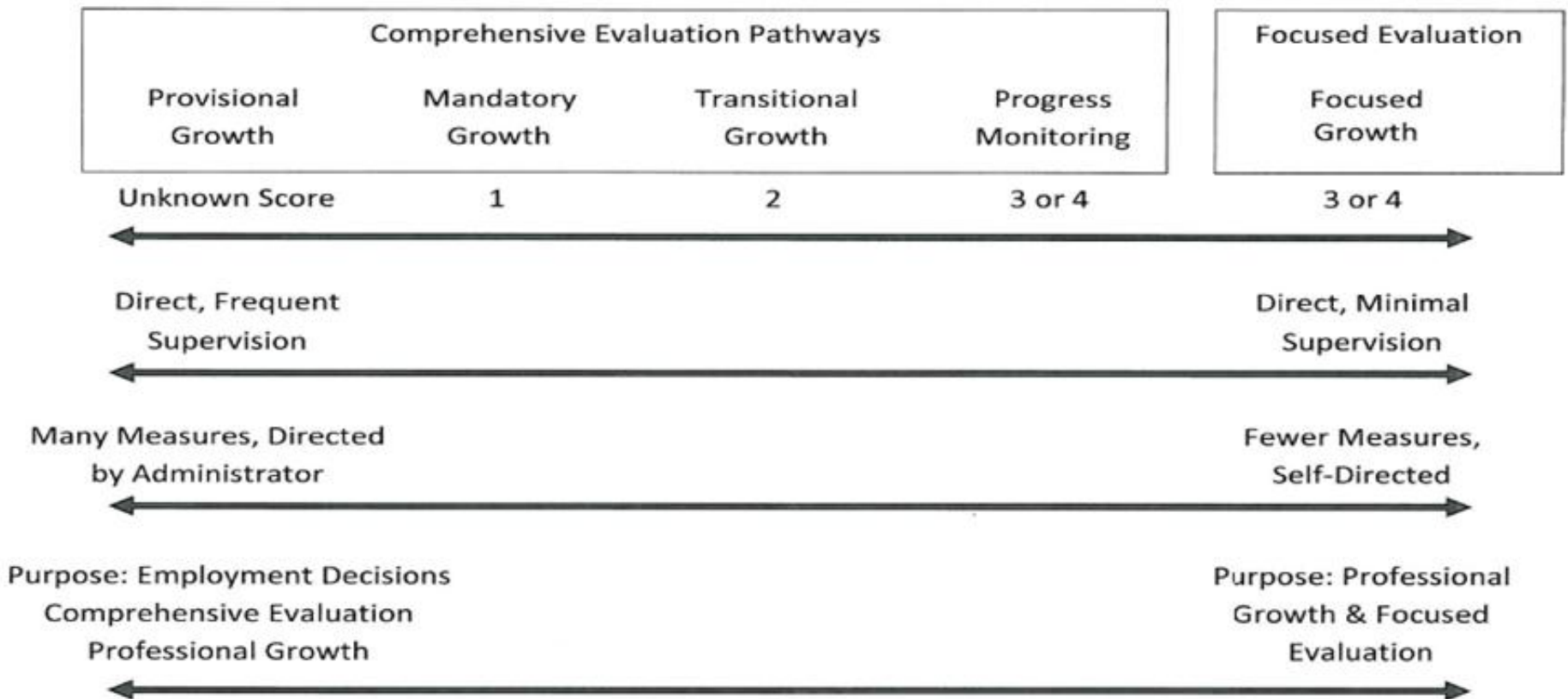
~Linda Darling-Hammond (2012)



Anacortes School District

Preparing Anacortes students to meet world class learning standards and to become **School Ready**, **Transition Ready** and **College/Career Ready** through extraordinary instruction.

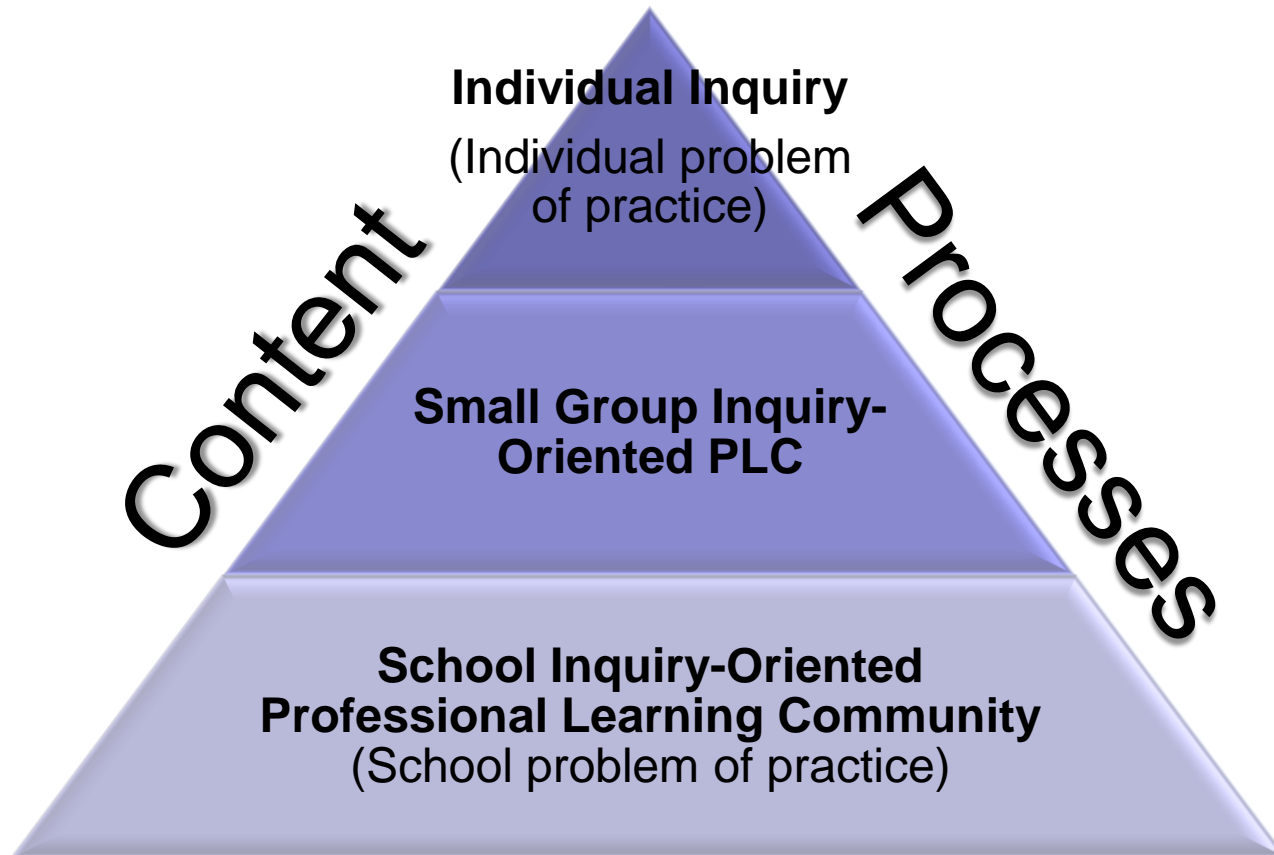
PROFESSIONAL PATHWAYS





Anacortes School District

Preparing Anacortes students to meet world class learning standards and to become ***School Ready, Transition Ready*** and ***College/Career Ready*** through extraordinary instruction.

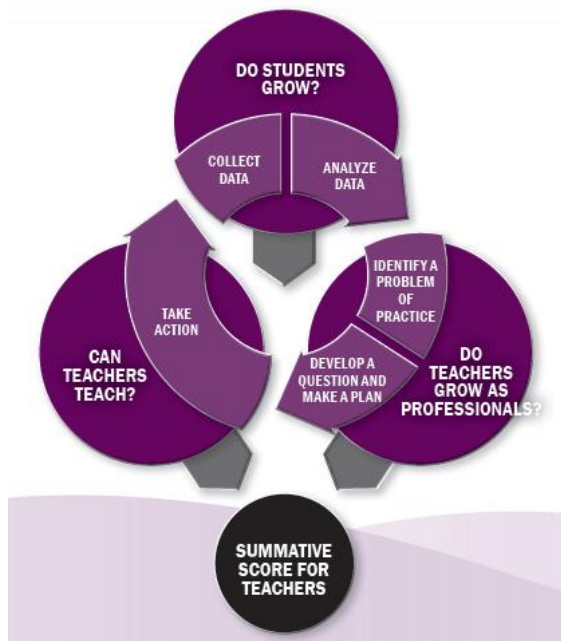




Anacortes School District

Preparing Anacortes students to meet world class learning standards and to become **School Ready**, **Transition Ready** and **College/Career Ready** through extraordinary instruction.

CYCLE OF INQUIRY



- Analyze teacher/principal and student data
- Identify a problem of practice
- Plan for improvement and act on plan
- Collect teacher/principal and student data

It is important to link both formal professional development and job-embedded learning opportunities to the evaluation system. Evaluations should trigger continuous goal-setting for areas teachers want to work on, specific professional development supports and coaching, and opportunities to share expertise, as part of recognizing teachers' strengths and needs.

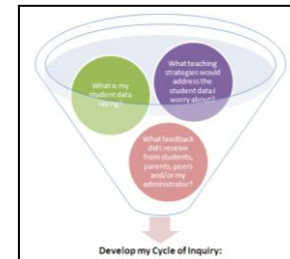
~Linda Darling-Hammond (2012)



Anacortes School District

Preparing Anacortes students to meet world class learning standards and to become **School Ready**, **Transition Ready** and **College/Career Ready** through extraordinary instruction.

CYCLE OF INQUIRY



- What is the inquiry?
- What research based teacher/ principal strategy/skill will I focus on for this cycle? What does the research say about student growth?
- As I work on this new skill/strategy, what teacher/principal data will I collect? What data could a peer or an evaluator collect?
- What student data will I collect? Did I consider multiple types of data?
- What perception data could I collect?
- How does my inquiry support the school's problem of practice? How will my Inquiry-Oriented PLC support my work? How will I support others in my PLC?

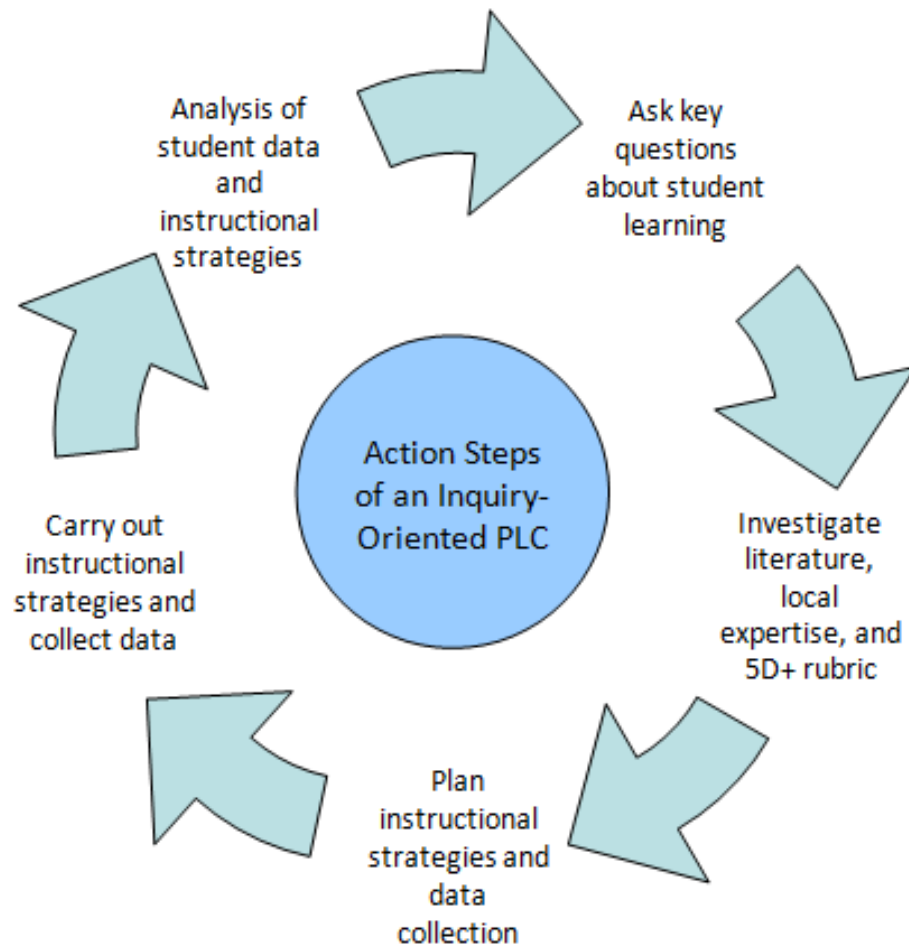
[The cycle of inquiry] made me focus deeply on one group of students and work with the problem they were facing. It helped me focus my professional development and my teaching.
~Anacortes School District Teacher



Anacortes School District

Preparing Anacortes students to meet world class learning standards and to become ***School Ready, Transition Ready*** and ***College/Career Ready*** through extraordinary instruction.

INQUIRY ORIENTED PLCS





Anacortes School District

Preparing Anacortes students to meet world class learning standards and to become ***School Ready, Transition Ready*** and ***College/Career Ready*** through extraordinary instruction.

Teacher Evaluation

“My principal and I had our final evaluation meeting yesterday. It was exciting! My instruction improved in the past 6 weeks. Understanding and implementing the rubric indicators is seriously powerful! I’m so excited about the potential for all of our teachers.”

~Anacortes Elementary Teacher



Anacortes School District

Preparing Anacortes students to meet world class learning standards and to become ***School Ready, Transition Ready*** and ***College/Career Ready*** through extraordinary instruction.

PRINCIPAL OBSERVATION AND ARTIFACTS

- Feedback and data collected according to rater-reliability training on UW CEL's 5D+ rubric (scores not negotiable)
- Four formal observations with pre- and post-observation conferences
- One possible formal observation with an outside observer
- Informal walkthrough observations
- Artifacts presented to the administrator
- Conversations, formal and informal, about practice

For teachers facing high-stakes decisions, the standard of reliability should be high. Our findings suggest that a single observation cannot meet that standard. Averaging scores over multiple lessons can reduce the influence of an atypical lesson.

~Gates Foundation MET Study (2012)



Anacortes School District

Preparing Anacortes students to meet world class learning standards and to become ***School Ready, Transition Ready*** and ***College/Career Ready*** through extraordinary instruction.

STUDENT GROWTH

- Student growth goals set during data conference; goals that are aligned to standards, rigorous, measures performance between two points in time, and based on student need according to initial data (COI)
- Growth monitored and tracked via multiple forms of assessment, including standardized tests when relevant and available (COI)
- Level of attainment of growth goals measured and verified with data during a growth measurement conference (COI)
- Collaboration via Inquiry-Oriented PLCs



Anacortes School District

Preparing Anacortes students to meet world class learning standards and to become ***School Ready, Transition Ready*** and ***College/Career Ready*** through extraordinary instruction.

PROFESSIONAL GROWTH

- 5D+ Rubric Professional Collaboration and Communication (WA State Criteria 8)
- Teacher reflection on past evaluation feedback and student and/or parent perception data
- Teacher reflection on the 5D+ instructional rubric
- Teacher goal setting on an area of improvement (COI)
- Teacher plan on new instructional practices to use (COI)



Anacortes School District

Preparing Anacortes students to meet world class learning standards and to become ***School Ready, Transition Ready*** and ***College/Career Ready*** through extraordinary instruction.

PROFESSIONAL DEVELOPMENT

- Five Dimensions Framework and Rubric
- Evaluation Processes
- Cycle of Inquiry



Anacortes School District

Preparing Anacortes students to meet world class learning standards and to become ***School Ready, Transition Ready*** and ***College/Career Ready*** through extraordinary instruction.

COMMUNICATION

Communication Goals:

- To have a transparent process
- Two-way
- Involve all stakeholders
- Garner support
- Ensure a smooth transition

Multiple Modes:

- Face to face
- One on one and group
- DVD
- Website, online survey
- Documents



Anacortes School District

Preparing Anacortes students to meet world class learning standards and to become ***School Ready, Transition Ready*** and ***College/Career Ready*** through extraordinary instruction.

Questions?