



Anacortes School District

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

Teacher Principal Evaluation Pilot



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What We Are Doing

Incorporating legislative mandates into a true growth model that promotes teacher improvement and increases student achievement as a result.

Our approach is not simply to develop a teacher and principal evaluation form, rather to design and implement an overall systems approach designed to help more of our students reach our District's ends/goals of becoming *School, Transition & College Career Ready* through the vehicle of extraordinary instruction.



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Purpose for AWSP/WASA Presentation

- History & Processes
- Stakeholders
- Community Involvement
- Challenges
- Positive Outcomes
- Pitfalls



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History 2010-2011

1. Mutual interest in pursuing change to evaluation (2009)
2. Application for state pilot grant submitted (Spring 2010)
3. Assemble Core Team (Summer/Fall 2010)
4. Learning Phase (Fall 2010 – current)
5. Develop Communication Plan (Fall 2010)
- 6. Decided on UW CEL 5 Dimensions (Winter 2011)**
- 7. Design Evaluation Tool (Winter and Summer 2011)**
8. Look at Multiple Measures (Spring/Summer 2011)
9. Refine Evaluation Tool (Summer 2011)



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History 2011-2012

10. Establish Implementation model and plan (Summer 2011)
- 11. All staff professional development and evaluation pilot (2011-2012 School Year)**
12. Test New Evaluation Model (2011-2012 School Year)
13. Implement and pilot a Cycle of Inquiry process (2011-2012 School Year)
14. Refine/Revise Evaluation System (2011-2012)
15. Refine evaluation system based on new State Legislation (Spring 2012)
16. Present Model and Findings to OSPI (Late Spring 2012)



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Use of UW's Five Dimensions of Teaching and Learning in Anacortes Teacher Principal Evaluation Pilot

Purpose

Student Engagement

Curriculum and Pedagogy

Assessment for Student Learning

Classroom Climate and Culture



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UW's Five Dimensions of Teaching and Learning (5D)

Related to PLC Work

What do we want students to know? – *Purpose*

How do I know if they know it? – *Assessment*

What do I do if they don't? - *Curriculum and Pedagogy*

What do I do if they do? - *Curriculum and Pedagogy*

Overarching Dimensions:

Student Engagement & Classroom Climate and Culture



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Key Lessons – Stakeholders

Core Team Members

- Fourteen practicing teacher leaders; AEA president
- All principals and assistant principals
- Two district office administrators
- UniServe representative (WEA)



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Key Lessons – Experts Partnerships

- UW Center for Educational Leadership
- UW Center for Educational Data and Research
- WEA – Scott Poirer
- AWSP – Gary Kipp
- WWU – Mary Lynne Darrington
- University of Florida Lastinger Center



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Key Lessons – Community Outreach

Providing information and concerns for pilot consideration

- WASA
- CSTP
- State and National Parent Groups
- Local Community – Parent Focus Groups
- School Board
- Local Press
- Nationally known researchers



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Key Lessons - Communication

Our Goals For Communication:

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



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Key Lessons - Communication

- Teacher communication lead
- Consistency of message
 - School visits
 - DVD presentations
- Two Way
 - Listening campaign
 - Survey
 - Eval of P.D.
- Transparency
 - Website
- Other Stakeholders
 - School Board
 - Parents
 - Community



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Pathways for Professional Growth Big Ideas

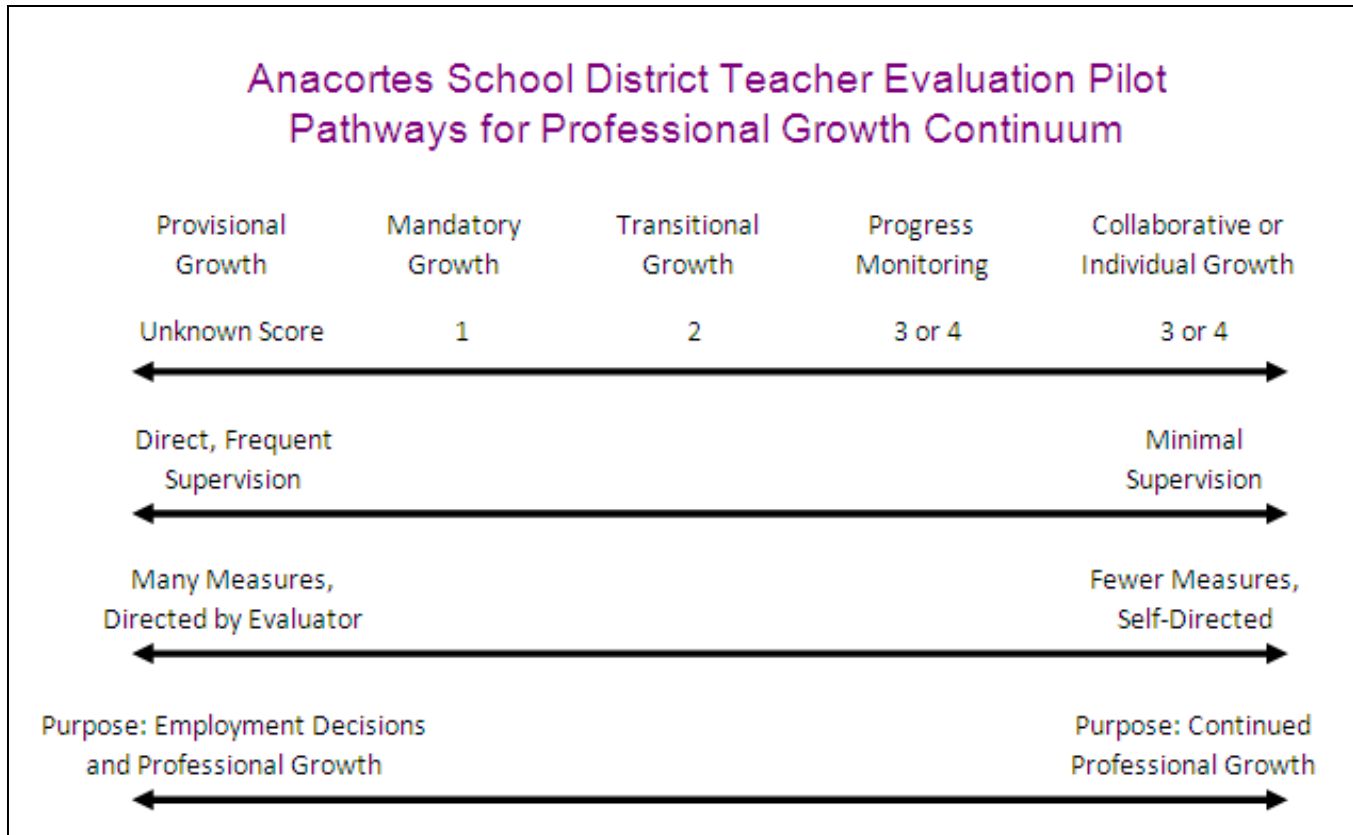
- All teachers need to grow and improve throughout their career
- Pathways differ to meet system and teacher needs
- Most teachers will identify areas for growth professionally and accurately
- Some teachers will need assistance



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Systems-Pathways for Professional Growth



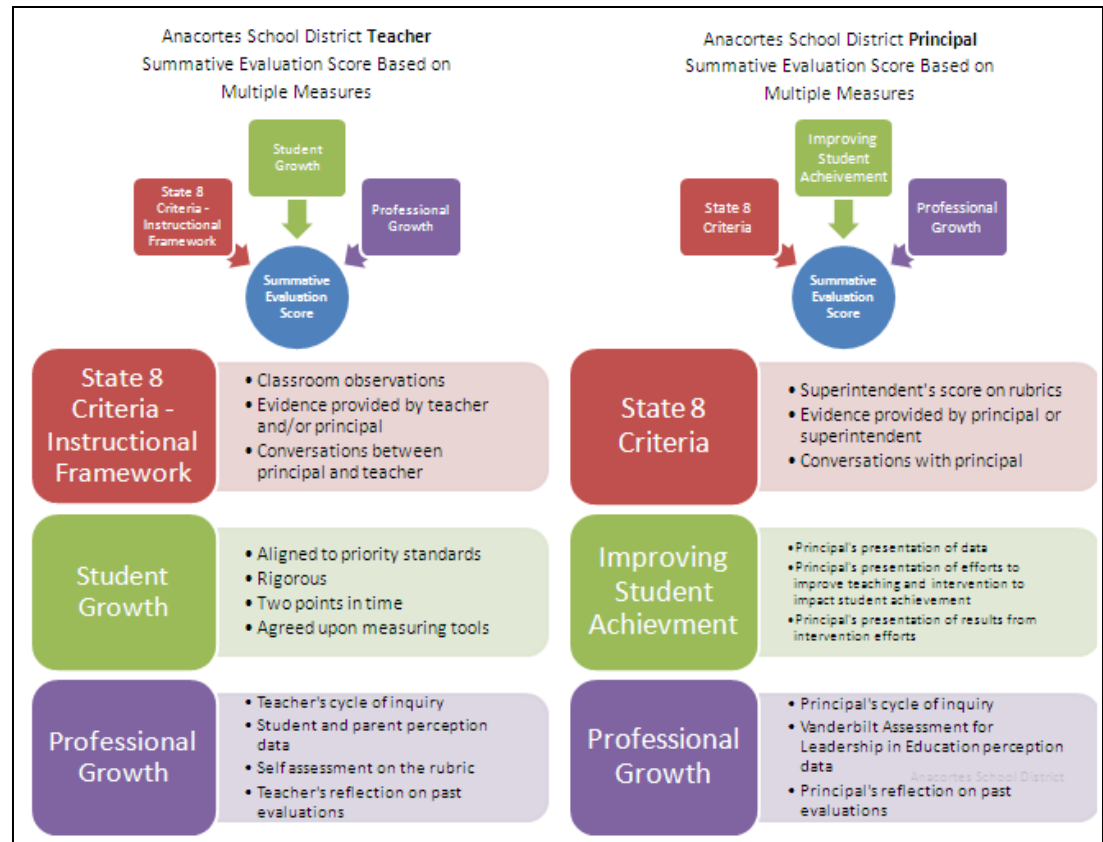


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Systems-Process

Multiple Measures





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Multiple Measures of Teacher Effectiveness

1. Rubric Based off CEL 5D Instructional Framework
 - Classroom observations
 - Evidence provided by teacher and/or principal
 - Conversations between principal and teacher
2. Professional Growth
 - Teacher's cycle of inquiry
 - Student and parent perception data
 - Self assessment on the rubric
 - Teacher's reflection on past evaluations
3. Student Growth
 - Aligned to priority standards
 - Rigorous
 - Two points in time
 - Agreed upon measuring tools



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Current use of the rubric and framework in teacher evaluation and professional growth

- *Wednesday late start time, 3 full days and 2 half days*
- *Teacher leaders in each building facilitate:*
 - *Teachers see 5D rubric one Dimension at a time*
 - *Teachers self-assess and reflect based on the rubric*
 - *Teachers identify areas of strength and areas for growth based on the rubric*
 - *Teachers use a Cycle of Inquiry to work on one growth area from the rubric*



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Professional Development

Evaluation Pilot:

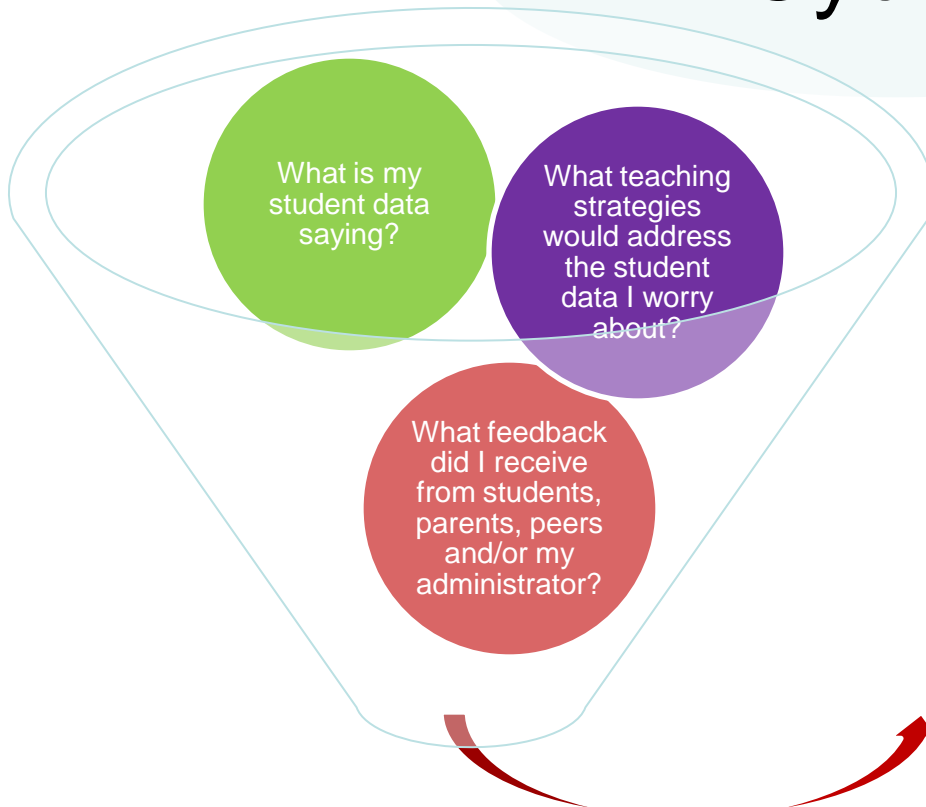
- Rubric Introduction
- Self Assessment/Reflection
- Pathways
- Professional Growth
- Cycle of Inquiry



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Cycle of Inquiry



Develop my Cycle of Inquiry:

- What is the inquiry?
- What research based teacher 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 data will I collect? What data could a peer or an administrator collect?
- What student data will I collect? Did I consider multiple types of data?
- What perception data could I collect?



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Kellogg Grant to Support Teacher Growth

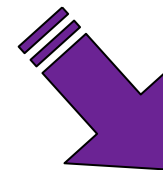
Job-embedded professional development integrated into the evaluation model

Closing the evaluation loop:

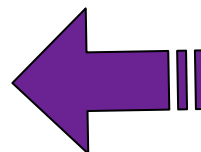
Teacher Self Assessment



= Professional Growth



Cycle of Inquiry



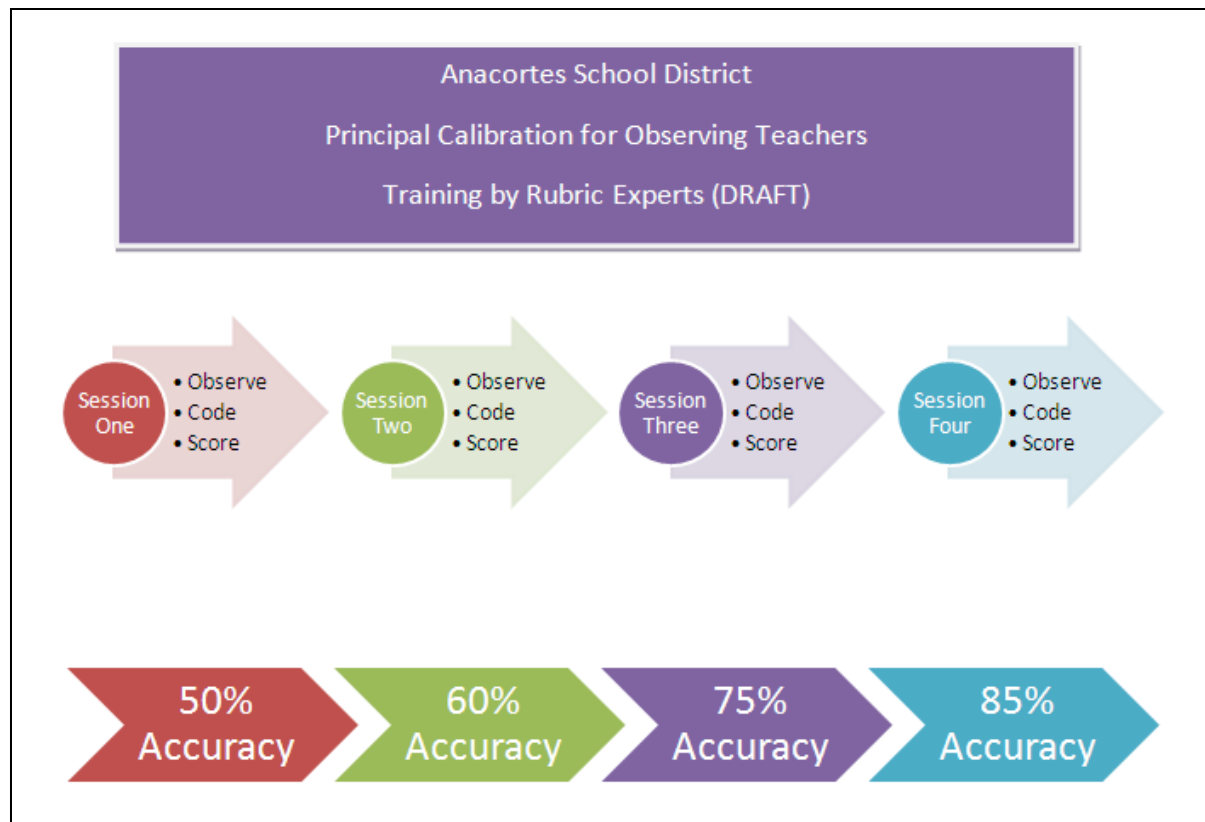
Evaluation



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Calibration





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Legislative and Policy Implications

- Rigorous teacher and principal preparation programs
- Data collection and analysis capacity for student growth
- Current evaluation laws; comprehensive evaluation, focused evaluation, student growth, probation procedures, etc.



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Questions