



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.

Quality Instruction and TPEP



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Evaluation Pilot Goal

To create a comprehensive, systems-linked evaluation models for both principals and teachers that include a 4-tiered rating system, meets the 8 new criteria, uses student assessment and multiple measures where applicable, and will function to ***improve instruction and student learning.***

Parallel structures for Principals



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Quality Instruction leads to powerful thinking and learning.

- Teacher quality is the biggest influence on student achievement. (*Katie Haycock The Education Trust*)
- The single most important factor in raising the achievement of low performing students is a high performing teacher in the classroom. (*Mckinsey and Co Report 2007*)



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Goals for TPEP and Quality Instruction

- Use multiple measures in a fair and equitable manner to determine the summative score for teachers & principals
 - Results:
 - 5 D+ Teacher Evaluation Rubric
 - Student Growth Measures
 - Professional Growth

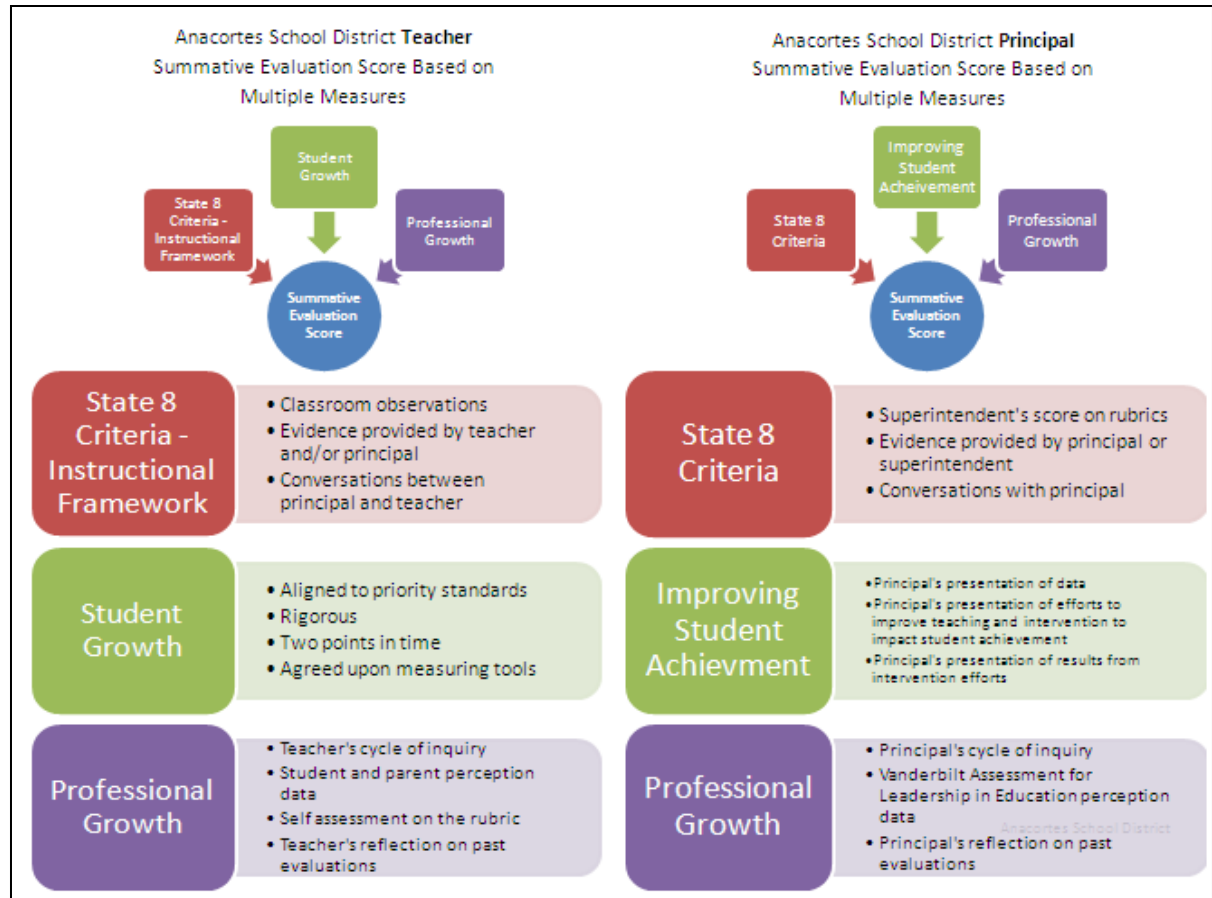


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Systems Process

Multiple Measures





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Pathways for Professional Growth Big Ideas

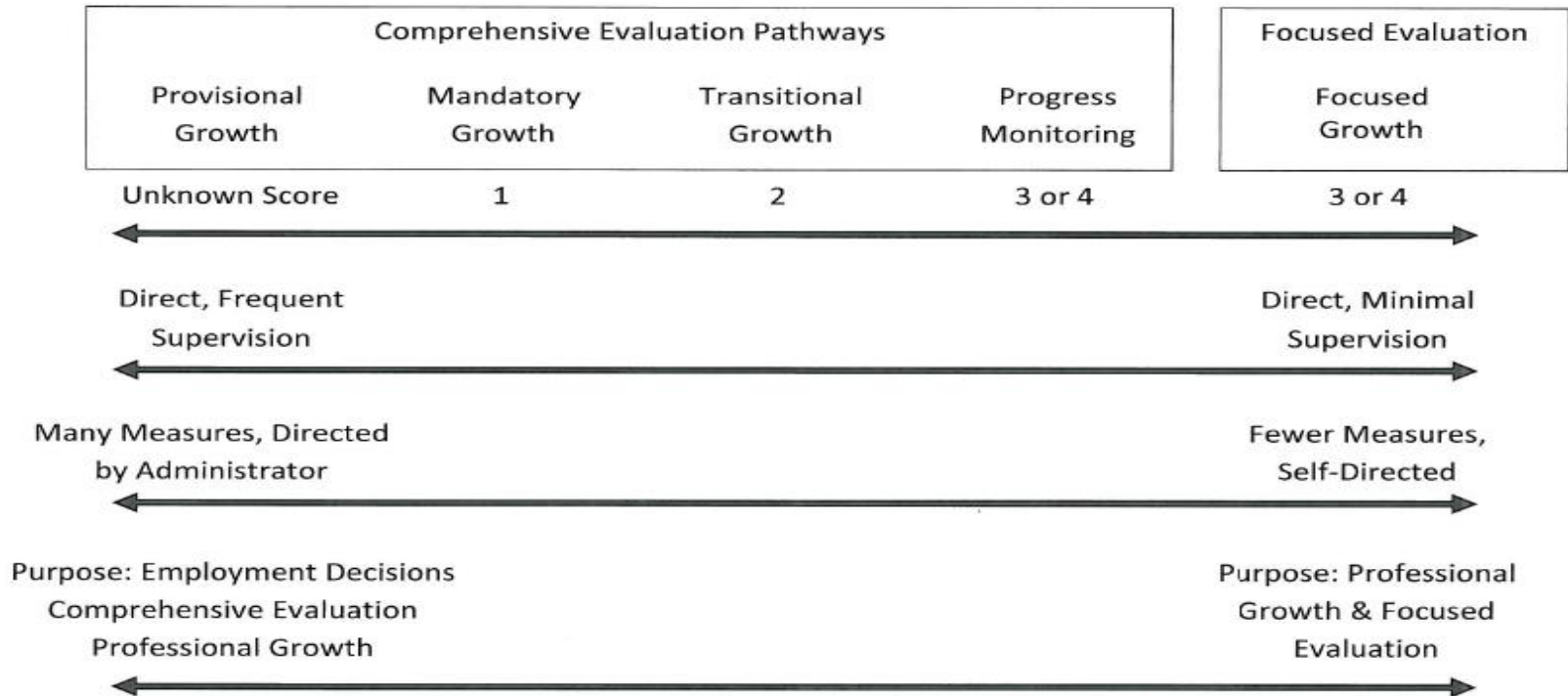
- All teachers and principals need to grow and improve throughout their career
- Pathways for teachers differ to meet system and teacher needs
- Principals and Teachers develop a Cycle of Inquiry related to their professional growth



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Anacortes School District Teacher Evaluation Pilot Pathways for Professional Growth Continuum





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Anacortes Pathways Detail

- Who
- Summative Score from Previous Year
- Purpose
- Type of Evaluation
- Measures (3: Instruction, Student Growth, Prof. Growth)
- Support
- Evaluation & Next Steps



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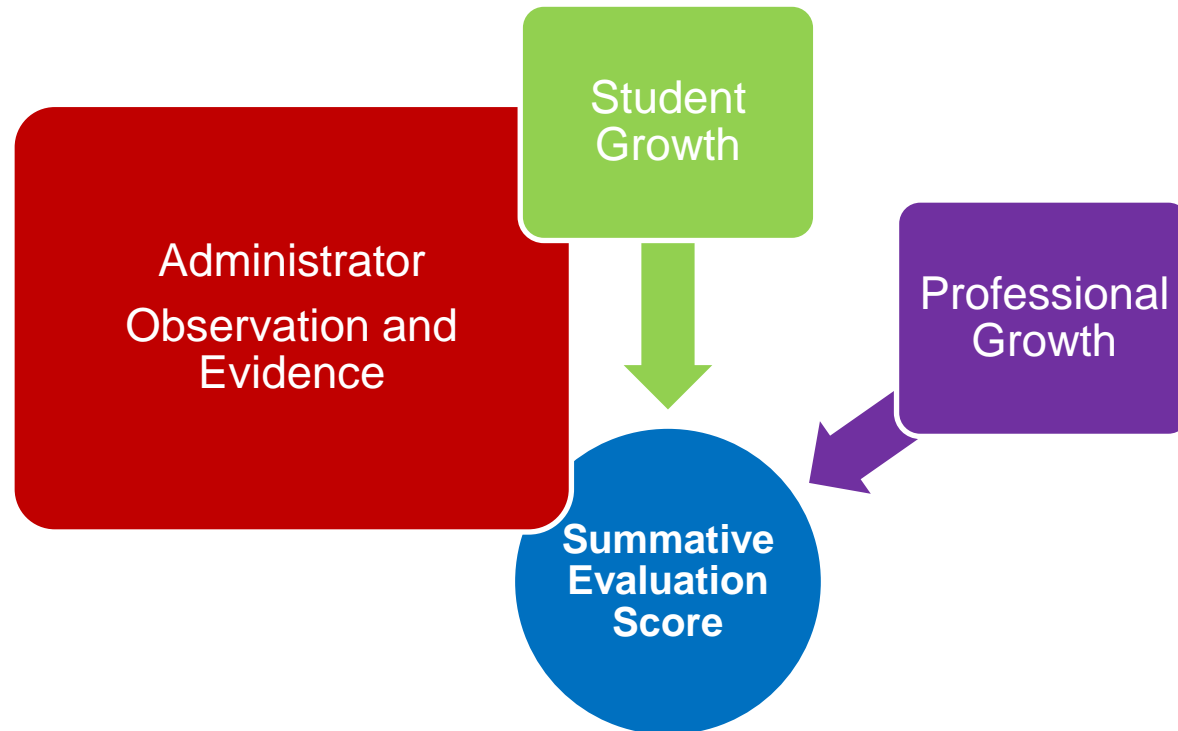
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Anacortes Pre & Post Observation Forms Relate specifically to rubric



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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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P1 Purpose Standards: Connection to standards, broader purpose and transferable skill					
		Unsatisfactory	Basic	Proficient	Distinguished
RUCTION ON HIGH ENT		The lesson is not based on grade level standards. There are no learning targets aligned to the standard. The lesson does not link to broader purpose or a transferable skill.	The lesson is based on grade level standards and the learning target(s) align to the standard. The lesson is occasionally linked to broader purpose or a transferable skill.	The lesson is based on grade level standards and the learning target(s) align to the standard. The lesson is frequently linked to broader purpose or a transferable skill.	The lesson is based on grade level standards and the learning target(s) align to the standard. The lesson is consistently linked to broader purpose or a transferable skill.
		Possible Teacher Observables: A 6 th grade teacher presents a lesson on the American Revolution. Content and skills are	Possible Teacher Observables: A 6 th grade teacher presents a lesson on revolutions in Africa. Content and learning	Possible Teacher Observables: In addition to Basic: Teacher explains at the beginning and close	Possible Teacher Observables: In addition to Proficient: Teacher explains at the beginning, middle



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Goals for TPEP and Quality Instruction

- Decide and Learn how to collect evidence:
 - Formal observations
 - Walk throughs
 - Conversations: pre-post-informal
 - Artifacts



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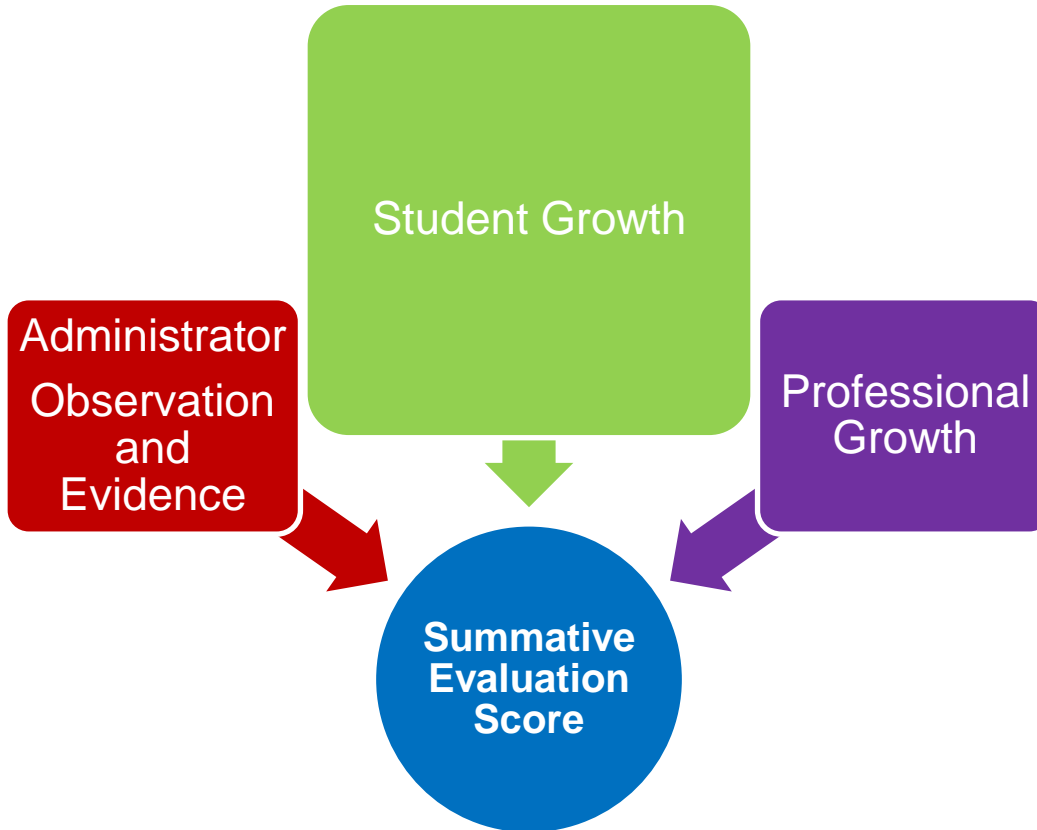
Goals for TPEP and Quality Instruction

- Research based instructional rubric aligned to the 8 State Criteria
 - Results:
 - 5 D+ Teacher Evaluation Rubric – the plus is specifically for Washington
 - UW CEL provides a crosswalk



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Teachers Student Growth Rubric *Handout*



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Student Growth Rubric					
Teacher demonstrates student growth between two points in time formally at least once during the school year.					
	Indicator	1 - Unsatisfactory	2 - Basic	3 - Proficient	4 - Distinguished
tion on high expectations for student achievement; g needs and developing strategies to address those needs; nts to modify instruction and improve student learning	SG1 Establishing Student Growth Goal(s) P.1, SE1, P.3, SE4	Teacher does not write a growth goal for students, or the growth goal that is written is not measurable and/or is not aligned to grade level or content standards.	Teacher writes student growth goal(s) for students, for attainment during a determined period of time, which are measurable and aligned with grade level or content standards.	Teacher writes student growth goal(s) for students, for attainment during a determined period of time, which are measurable, aligned with grade level or content standards, and have a rationale that is based on student need.	Teacher writes student growth goal(s) targeted at specific students, for attainment during a determined period of time. Goal(s) are measurable, aligned with grade level or content standards, are rigorous, represent student performance at 2 points in time and have a rationale that is based on student need as determined by student data.
	SG2 Collection of Student Data Before, During, and After Learning A2, A3, A4	Teacher collects limited forms of student data throughout the year.	Teacher collects a few forms of student data throughout the year that is aligned to the student growth goal(s), to analyze student growth. Standardized test scores are used to measure growth when relevant and available.	Teacher collects multiple forms of student data throughout the year that is aligned to the student growth goal(s), to analyze student growth. Standardized test scores are used to measure growth when relevant and available.	Teacher collects multiple forms of student data throughout the year that is aligned to the student growth goal(s), to analyze student growth. Data collected includes student voice. Standardized test scores are used to measure growth when relevant and available.



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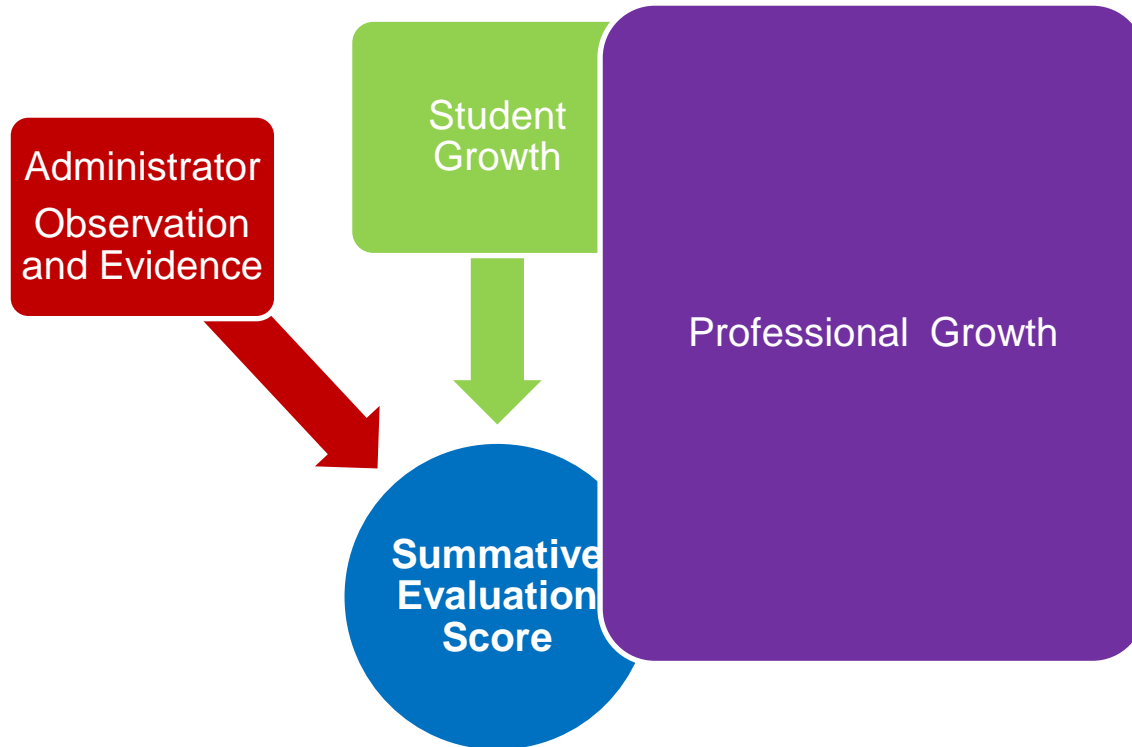
Student Growth Systems Approach

- **Data conferences for teachers**
- copies in packet
- **Scoring worksheet for student
growth – copy in packet**



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Teachers Professional Growth Rubric *Handout*



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PROFESSIONAL GROWTH RUBRIC

Teacher demonstrates professional growth in observable instructional practices.

Indicator	1 - Unsatisfactory	2 - Basic	3 - Proficient	4 - Distinguished
	PG1 Completion of self-assessment and reflection	Teacher does not complete a self-assessment and/or reflection.	Teacher completes a self-assessment and reflection.	Teacher completes a self-assessment, reflection and references evidence from his/her practice
PG2 Use of outside data to complete self-assessment	Teacher did not gather perception information.	Teacher gathers some perception information but did not reference it when completing the self-assessment/reflection.	Teacher gathers and references student perception information when completing the self-assessment/reflection.	Teacher gathers and references student perception information and either parent or peer perception information when completing the self-assessment/reflection.
PG3 and	Teacher cannot identify any areas of strength and areas for growth.	Teacher can identify areas of strength and areas for growth.	Teacher can identify areas of strength, areas for growth and establishes related growth goals.	Teacher can identify areas of strength, areas for growth, and establishes related growth goals which are based



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Professional Growth Systems Approach

- Self assessment – in packet
- Self reflection – in packet
- Professional growth conference form – in packet
- Perception data – only used to help inform growth
- Students-peers-parents
- Professional growth scoring worksheet – in packet



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Summative Score Worksheet

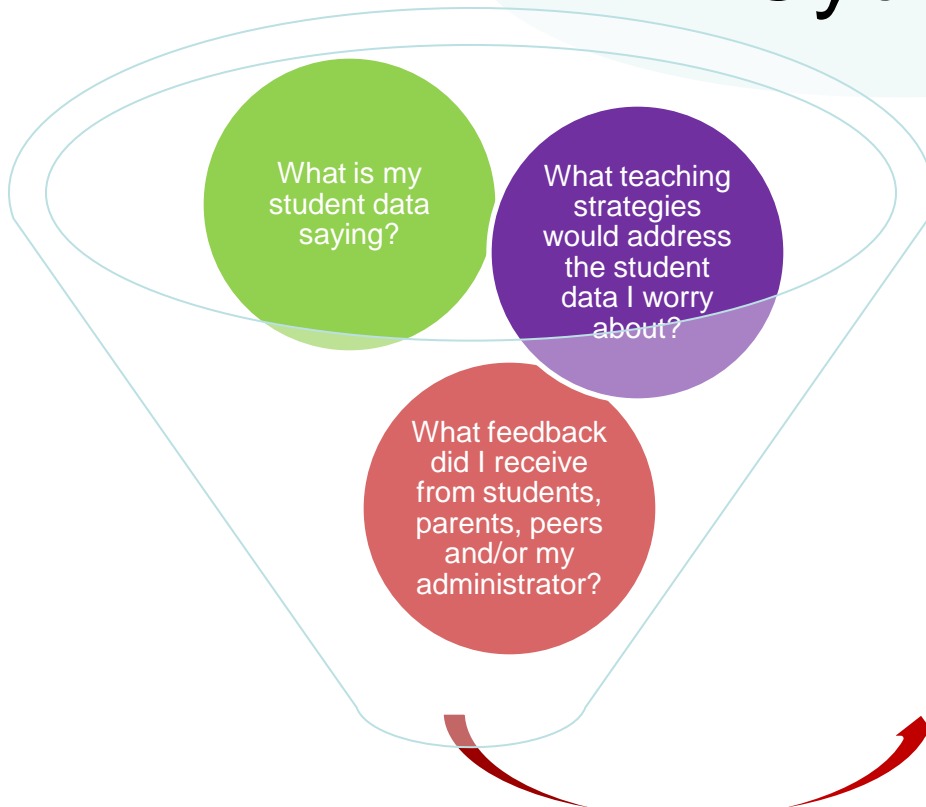
- **Observation and Evidence score - summative score cannot be greater than this score**
- **Other two measures are treated equally**
- **Worksheet is the same for summative score for principals and teachers**



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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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Professional Development for Student & Professional Growth

- Collecting data
- Cycle Summary
- Scoring rubric to receive stipend



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Principal professional development:

- worked on rater reliability
- observed classroom lessons
- used the new 5D+ rubric



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Calibration





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Our New Evaluation System Did we reach our goal?

To create a **comprehensive, systems-linked** evaluation models for both principals and teachers that include a **4-tiered rating system**, **meets the 8 new criteria**, uses student assessment and multiple measures where applicable, and will function to ***improve instruction and student learning.***



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Questions