



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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Evaluation Pilot Goal

To create 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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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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History

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. Design Evaluation Tool (Winter and Summer 2011)
7. Anacortes Road Show – sharing our work
8. Look at Multiple Measures (Spring/Summer 2011)
9. Refine Evaluation Tool (Summer 2011)
10. Establish Implementation model and plan (Summer 2011)
11. Test New Evaluation Model (2011-2012 School Year)
12. Present Model and Findings to OSPI (Late Spring 2012)



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Active Participants in the Pilot Grant

Core Team

- Eight practicing teachers; includes AEA president
- Two principals
- Two district office administrators
- UniServe representative (WEA)



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Active Participants in the Pilot Grant

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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Sounding Board Participants

Providing information and concerns for pilot consideration

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



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How is Anacortes Unique?

- From the Ground Up
- Focus on Teacher Growth
- Focus on Student Learning
- Supported by Most Current Research
- System's View of Evaluation

Teacher Criteria for Evaluation SB 6696

Current Teacher Evaluation Criteria	New Teacher Evaluation Criteria
<ol style="list-style-type: none"> 1. Instructional Skill 2. Classroom Management 3. Professional Preparation and Scholarship 4. Effort Toward Improvement When Needed 5. Handling of Student Discipline and Attendance Problems 6. Interest in Teaching Pupils 7. Knowledge of Subject Matter 	<ol style="list-style-type: none"> 1. Centering Instruction on High Expectations for Student Achievement 2. Demonstrating Effective Teaching Practices 3. Recognizing Individual Student Learning Needs and Developing Strategies to Address those Needs 4. Providing Clear and Intentional Focus on Subject Matter Content and Curriculum 5. Fostering and Managing a Safe, Positive Learning Environment 6. Using Multiple Student Data Elements to Modify Instruction and Improve Student Learning 7. Communicating with Parents and School Community 8. Exhibiting Collaborative and Collegial Practices Focusing on Improving Practice and Student Learning

Teacher Criteria for Evaluation SB 6696

Current Principal Evaluation Criteria	New Principal Evaluation Criteria
1) Knowledge of, experience in and training in recognizing good professional performance, capabilities and development	1) Creating a School Culture that Promotes the Ongoing Improvement of Learning and Teaching for Students and Staff
2) School Administration and Management	2) Providing for School Safety
3) School Finance	3) Leads Development, Implementation and Evaluation of a Data-Driven Plan for Increasing Student Achievement; Including the Use of Multiple Student Data Elements
4) Professional Preparation and Scholarship	4) Assisting Instructional Staff with Alignment of Curriculum, Instruction and Assessment with State and Local District Learning Goals
5) Effort Toward Improvement When Needed	5) Monitoring, Assisting and Evaluation Effective Instruction and Assessment Practices
6) Interest in Pupils, Employees, Patrons and Subject Taught in School	6) Managing Both Staff and Fiscal Resources to Support student Achievement and Legal Responsibilities
7) Leadership	7) Partnering with the School Community to Promote Student Learning
8) Ability and Performance of Evaluation of School Personnel	8) Demonstrating Commitment to Closing the Achievement Gap



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Our Current Work

Observation Rubric Development

- Cutting edge work with UW CEL
- Research supported framework
- Highest standards for effective instruction
- Close to beta testing with live teaching
- Identifying evidence (Observable & Collectable)
- Additional rubrics for criteria 7 and 8
- Criteria 9 – *Professional Responsibilities*

DRAFT - Scoring Rubric for Effective Teaching

Criteria 6: Using multiple student data elements to modify instruction and improve student learning

Dimension/Sub Dimension	Unsatisfactory	Emerging	Proficient	Exemplary
<p>Dimension: Assessment for Learning</p> <p>Sub-dimension: Using data to inform instruction</p>	<p>The teacher rarely uses formative assessment information to make instructional adjustments or modify lessons.</p>	<p>The teacher occasionally uses formative assessment information to make instructional adjustments or modify lessons.</p>	<p>The teacher frequently uses formative assessment information to make instructional adjustments and modify lessons to meet the needs of each student.</p>	<p>The teacher always uses formative assessment information to make instructional adjustments and modify lessons to meet the needs of each student while continuing to keep focused on the standards and teaching points.</p>
<p>Observable Teacher pulls aside small group while others work independently. Teacher has multiple prompts or questions for students to respond to based on information from formative assessment. Teacher offers different levels of support for completing class work (guided, peer assisted, independent).</p> <p>Collectable Lesson plans show formative assessment was used in the design process. Different work samples show differentiated instruction took place.</p> <p>Non Example The teacher doesn't use formative assessment in adjusting lessons. All students complete the same work in the same way.</p>			<p>Notes</p>	



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Our Current Work

Multiple Measures of Teacher Effectiveness

1. Observations – increase in number for some, multiple “eyes” for some
2. Self Assessment – against instructional rubric
3. Artifacts – Physical evidence not seen in an observation
4. Student Growth – Important concept, still in development
 - How does a teacher impact student learning?
 - In process, use of formative assessments, other methods?



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System Work

Teachers and Principals Individual Growth Plan

1. Use multiple measures to inform work plans
2. Develop a cycle of inquiry for the plan (Cycle of Inquiry – research backed method of improving leading, teaching and student achievement.)
3. Cycle defines **student growth** measures
4. Support for growth plan differs depending on **pathway**



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Student Growth – Big Idea

“Teacher quality matters. In fact, it is the most important school related factor influencing student achievement.”

Jennifer King Rice, Economic Policy Institute

“School Leadership is the second most important school-level factor, after classroom teaching, in predicting student achievement.”

Leithwood, Louis, Anderson and Wahlstrom 2004



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Student Growth – What We Believe and Research Supports

- Value of student data
- Impact of teachers & principals on student growth
- Current staff will need professional development
- **Implementation must be thoughtful and intentional**



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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
- Many teachers will identify areas for growth professionally and accurately
- Some teachers will need assistance



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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; short form, long form, PGO, etc.



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Questions