



Geneva District 304
Teacher Evaluation Plan
2013-2014

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The Push for Reform: History & Context



“There are at least ‘several hundred’ incompetents now in the school system [says the superintendent]. Other observers think there are several thousands, while still others insist that ‘several’ would be nearer the mark. Whether these incompetents were unfit to teach at any time, or have been rendered unfit by the passing years, is a matter of opinion. The question is, why are they allowed to remain?”

New York Times - 1936

The Push for Reform

- *The Widget Effect: Our National Failure to Acknowledge and Act on Differences in Teacher Effectiveness*
- Race to the Top (Federal)
- Performance Evaluation Reform Act (PERA) (Illinois)

PERA: Changing principal and teacher evaluation

- Align with research-based standards and professional competencies
- Specify strengths and weaknesses with supporting reasons
- Use student growth as a *significant factor* in rating performance
- Require all evaluators to be certified

A revised
rating scale:

Excellent

Proficient

Needs
Improvement

Unsatisfactory

Teacher Evaluation: Why does it matter?

- Studies show that a teacher's influence on student achievement is 20 times greater than any other variable, including class size or poverty.
- 3 years of a good teacher increases student learning – but 3 years with a poor teacher effectively *decreases* it.
- Good teachers raise the achievement levels of their colleagues.
- A teacher evaluation system that includes student growth and principal observations can actually increase teachers' – especially weaker teachers' – ability to affect student achievement.

Teacher Evaluation: Why we need a new system?

- Inflated ratings currently provide little useful feedback for effective professional development.
- A high majority (>95%) of teachers are typically rated as the top designation (usually excellent) on the evaluation scale.
- There is a disconnect between current teachers' evaluations and student achievement.

Teacher Evaluation Committee Members

Andy Barrett	District Office	Director of Curriculum
Larry Bidlack	GMSN	Principal
Sandy Brady	GMSS	Science
Craig Collins	District Office	Asst. Supt. - HR
Doug Drexler	GHS	Associate Principal
Julie Dye	WES	Principal
Kate Hertz	GHS	English
Liz Hoselton	WES	Reading Teacher
Cathy Johnson	Fabyan	Grade 3
Sue Khalaieff	GHS	Soc. Stud/World Languages Dept. Chair
Leslee Kriegel	Fabyan	Special Education/SAC
Patty O'Neil	District Office	Asst. Supt. - L&T
Beth Plachetka	GMSS	Social Worker
Beth Shannon	WAS	Grade 5
Jay Prichard	Mill Creek	Grade 5
Lynn Reilley	District Office	Assistant Director of Student Services
Bridget Wachter	HSS	Grade 1
Chrissy Walker	HES	Kindergarten
Brenna Westerhoff	GMSN	Language Arts
Carol Young	HSS	Kindergarten

Belief Statements

The following belief statements served as important foundational touchstones for the development and implementation of the Teacher Evaluations Plan in District 304.

1. As educators, we want academic success for all of our students.
2. The quality of teaching within our district has a direct and significant impact on the quality of learning that goes on in our classrooms.
3. As a school district, we therefore want to attract and retain the most talented, resourceful, and creative teachers and then provide them with the tools and resources necessary to enable students to achieve at the highest levels possible.
4. Just as students are expected to show measurable growth every school year, teachers are also expected to increase their effectiveness over the course of their professional careers.
5. A teacher's professional growth should be ongoing, based on a defined and measureable instructional focus, facilitated in an environment supported by a knowledgeable and encouraging building administrators, and linked to student learning and District and/or school improvement goals.



Geneva Teacher Evaluation Plan - Professional Practice

Features of the Plan

- The District 304 Teacher Evaluation Plan is designed to support and promote:
 1. A positive learning environment that will enable teachers to engage in continuous improvement.
 2. A collaborative culture that values and encourages honest and respectful dialogue among teachers, and among teachers and administrators to improve learning for students and teachers.
 3. Self-reflection which contributes to the continuous growth and development of a teacher's ongoing practice.
 4. Research-based teaching behaviors and skills, differentiated by job category, needed to deliver high quality instruction.
 5. Structured, predictable, and supportive procedures that give credibility to the overall evaluation process.
 6. Consistency in the appraisal of teaching performance through an objective assessment that is evidence based.

Danielson Framework for Teaching

Domain 2 - Classroom Environment

- 2a: Creating an Environment of Respect and Rapport**
- Teacher interaction with students
 - Student interactions with other students
- 2b: Establishing a Culture for Learning**
- Importance of the content
 - Expectations for learning and achievement
 - Student pride in work
- 2c: Managing Classroom Procedures**
- Management of instructional groups
 - Management of transitions
 - Management of materials and supplies
 - Performance of non-instructional duties
 - Supervision of volunteers and paraprofessionals
- 2d: Managing Student Behavior**
- Expectations
 - Monitoring of student behavior
 - Response to student misbehavior
- 2e: Organizing Physical Space**
- Safety and accessibility
 - Arrangement of furniture and use of physical resources

Domain 3 - Instruction

- 3a: Communicating with Students**
- Expectations for learning
 - Directions and procedures
 - Explanations of content
 - Use of oral and written language
- 3b: Using Questioning and Discussion Techniques**
- Quality of questions
 - Discussion techniques
 - Student participation
- 3c: Engaging Students in Learning**
- Activities and assignments
 - Instructional materials and resources
 - Grouping of students
 - Structure and pacing
- 3d: Using Assessment in Instruction**
- Assessment criteria
 - Monitoring of student learning
 - Feedback to students
 - Student self-assessment and monitoring of progress
- 3e: Demonstrating Flexibility and Responsiveness**
- Lesson adjustment
 - Response to students
 - Persistence

Danielson Framework for Teaching

Domain 1 - Planning and Preparation

- 1a: Demonstrating Knowledge of Content and Pedagogy**
 - Knowledge of content and the structure of the discipline
 - Knowledge of prerequisite relationships
 - Knowledge of content-related pedagogy
- 1b: Demonstrating Knowledge of Students**
 - Knowledge of child and adolescent development
 - Knowledge of the learning process
 - Knowledge of students' skills, knowledge, and language proficiency
 - Knowledge of students' interests and cultural heritage
 - Knowledge of students' special needs
- 1c: Setting Instructional Outcomes**
 - Value, sequence, and alignment
 - Clarity
 - Balance
 - Suitability for diverse learners
- 1d: Demonstrating Knowledge of Resources**
 - Resources for classroom use
 - Resources to extend content knowledge and pedagogy
 - Resources for students
- 1e: Designing Coherent Instruction**
 - Learning activities
 - Instructional materials and resources
 - Instructional groups
 - Lesson and unit structure
- 1f: Designing Student Assessments**
 - Congruence with instructional outcomes
 - Criteria and standards
 - Design of formative assessments
 - Use for planning

Domain 4 - Professional Responsibilities

- 4a: Reflecting on Teaching**
 - Accuracy
 - Use in future teaching
- 4b: Maintaining Accurate Records**
 - Student completion of assignments
 - Student progress in learning
 - Non-instructional records
- 4c: Communicating with Families**
 - Information about the instructional program
 - Information about individual students
 - Engagement of families in the instructional program
- 4d: Participating in a Professional Community**
 - Relationships with colleagues
 - Involvement in a culture of professional inquiry
 - Service to the school
 - Participation in school and district projects
- 4e: Growing and Developing Professionally**
 - Enhancement of content knowledge and pedagogical skills
 - Receptivity to feedback from colleagues
 - Service to the profession
- 4f: Showing Professionalism**
 - Integrity and ethical conduct
 - Service to students
 - Advocacy
 - Decision making
 - Compliance with school and district regulations

Frameworks for Teachers and Specialist Positions

- Teachers: All teachers including elementary specials, all content areas, ELL and Bilingual teachers, special education teachers, reading specialists/teachers, and A&E teachers
- Librarians
- School Nurses
- School Guidance Counselors
- Social Workers
- School Psychologists
- Speech and Language Pathologists
- Student Assistance Coordinator (full-time)
- Technology Facilitators
- High School Special Education Department Chair

Ratings

EXCELLENT	Professional practice at the Excellent level is that of a <u>master</u> professional whose <u>practices operate at a qualitatively different level</u> from those of other professional peers. Practice is at the <u>highest level of expertise and commitment to student learning</u> , as well as individual and collaborative professional development.
PROFICIENT	Professional practice at the Proficient level shows evidence of <u>thorough knowledge of all aspects of the profession</u> . This is <u>successful, accomplished, professional and effective practice</u> . Certified staff at this level thoroughly know their content, they know their students and colleagues, they know and follow the curriculum, and they have a broad repertoire of strategies and activities to use with students and share with peers.
NEEDS IMPROVEMENT	Professional practice at the Needs Improvement Level shows evidence of knowledge and skills required to practice, but performance is <u>inconsistent or deficient</u> , which may be due to lack of experience, expertise, and/or commitment. This level may be considered <u>minimally competent</u> for teachers early in their careers. This level <u>requires specific support</u> to tenured teachers.
UNSATISFACTORY	Professional practice at the Unsatisfactory Level shows evidence of <u>not understanding</u> the concepts underlying the component of the <i>Framework for Teaching</i> or <i>Frameworks for Specialists</i> ; this may represent practice that is <u>harmful</u> and <u>requires immediate intervention</u> .

Summative Rating in District 304 Teacher Evaluation Plan

- **Excellent** - Excellent ratings in at least half of all components, with the remaining components rated as *Proficient*.
- **Proficient** - No more than four components rated *Needs Improvement*, with the remaining components rated *Proficient* or higher. No component may be rated *Unsatisfactory*.
- **Needs Improvement** - More than four components rated *Needs Improvement*, or any one component rated *Unsatisfactory*.
- **Unsatisfactory** - More than one component rated *Unsatisfactory*, or one component rated *Unsatisfactory* and more than four components rated *Needs Improvement*

Tenured Teacher Timeline

Year One

- I Informal Observation
- Professional Growth Plan
 - Teacher identifies goal(s) based on Framework for Teaching and areas of growth from prior year and submits PGP for approval
 - Individual or collaborative one-year plan
 - Teacher submits professional growth plan by October 15th
 - Conferences to discuss PGP are optional
 - Teacher implements plan
 - Teacher submits final professional growth plan by May 15th

Tenured Teacher Timeline

Year Two

- 2 Informal Observations
- 1 Formal Observation
 - Teacher submits pre-observation form 24 hours in advance of Pre-observation conference
 - Classroom Observation
 - Teacher submits observation reflection form within three school days of classroom observation
 - Post-observation conference within ten school days of classroom observation
- Summative Conference
 - Review performance rating
 - Discuss areas of growth and possible goals for next year's professional growth plan



Geneva Teacher Evaluation Plan – Student Growth

PERA Requirements

The Performance Evaluation Reform Act (PERA) requires school districts to establish a valid and reliable performance evaluation system for certified employees that assesses both professional practice (competence) as well as student growth.

PERA Requirements

Student Growth, based on this legislation, is defined as a demonstrable change in a student's or group of students' knowledge or skills, as evidenced by gain and/or attainment on two or more assessments, between two or more points in time.

PERA Requirements

In order to determine student growth, eligible assessments are categorized by three different types:

- Type I
- Type II
- Type III

PERA Requirements

Type I

- An assessment that
 - measures a certain group of students in the same manner with the same potential assessment items,
 - is scored by a nondistrict entity, and
 - is widely administered beyond Illinois
- Examples: Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP) tests, Scantron Performance Series, ACT

PERA Requirements

Type II

- An assessment that is adopted or approved by the school district and used on a districtwide basis (i.e., administered by all teachers in a given grade or subject area)
- Examples:
 - Collaboratively-developed common assessments,
 - Curriculum tests,
 - Assessments designed by textbook publishers

PERA Requirements

Type III

- An assessment that is
 - Rigorous,
 - Aligned with the course's curriculum, and
 - Determined by the evaluator and teacher to measure student learning
- Examples:
 - Teacher-selected assessments,
 - Teacher-created assessments,
 - Performance assessments

PERA Requirements

- The evaluation plan shall include at least one Type I or Type II assessment and at least one Type III assessment for each teacher in a job category.
- If no Type I or Type II assessment is available, two Type III assessments will be utilized.

Evaluation Plan Joint Committee

In each school district, the responsibility for incorporating indicators of student growth (the Student Growth Model) into the performance evaluation plans for teachers rests with the Evaluation Plan Joint Committee, a group of teachers and administrators within the school district.



Challenges & Opportunities - 2014 & Beyond

Challenges

- Time demands on evaluators
- Inter-rater reliability among evaluations
- Developing a viable assessment system to measure student growth

Professional Development

- Deepen and expand evaluator and teacher understanding of the Danielson Framework for Teaching
- Build capacity among evaluators and teachers to design and use appropriate assessments that provide a valid and reliable measure of student achievement

Develop and Improve the Teacher Evaluation Plan

- Refine and improve the professional practice component of teacher evaluation plan
- Begin the process of identifying and using Type I, Type II, and Type III assessments
- Develop efficient data collection and analysis processes
- Build capacity in teachers and evaluators in effectively analyzing student growth data

Staffing Implications

- Consider adding evaluators (teachers and administrators) at the elementary and middle school levels
- Consider the hiring of a District-wide Assessment Coordinator in 2015/2016 school year



Questions?