

Piedmont Unified School District

District Evaluation Committee

Report to the Board

June 8, 2011

A Great Big Thank You To...

- **The Piedmont Board of Education**
- **The Piedmont Education Foundation**

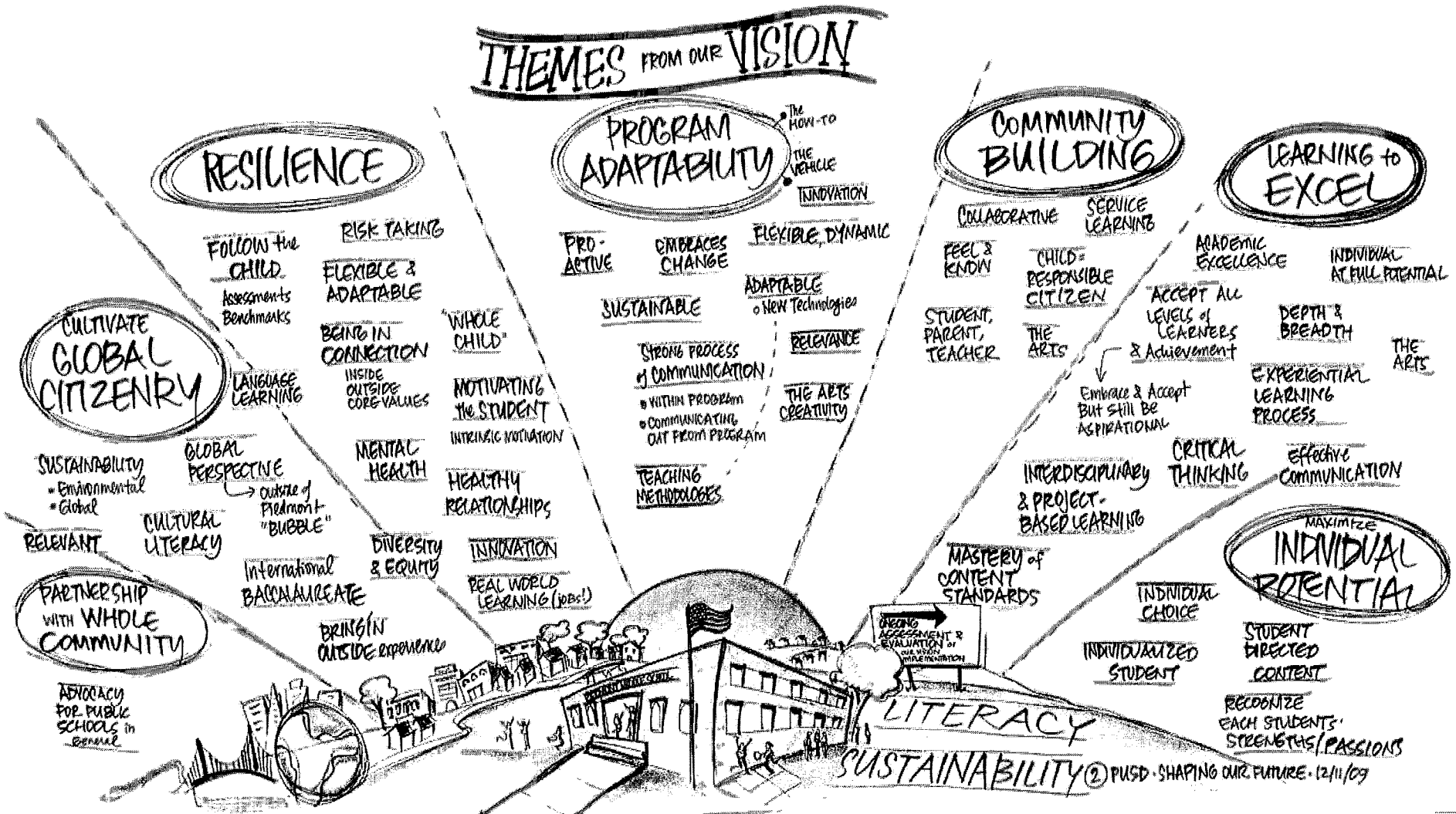


District Evaluation Committee

Charge

- Teacher-developed measures of student growth that can measure how students are progressing**
- Standardized testing results that can measure student progress**
- Feedback from the Administrator**
- Peer, parent and student input**
- Clear identification structure for delineating specific areas for improvement/growth**
- Develop evaluation systems that recognize different jobs and that apply differently and separately to different professional assignments covered under APT contract, e.g. counselors, librarians, school psychologists**

Basis of Committee Recommendations



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**Piedmont Unified School District
2010/11 Commitments and Goals
Adopted at Board Meeting of June 23, 2010**

Goal #2

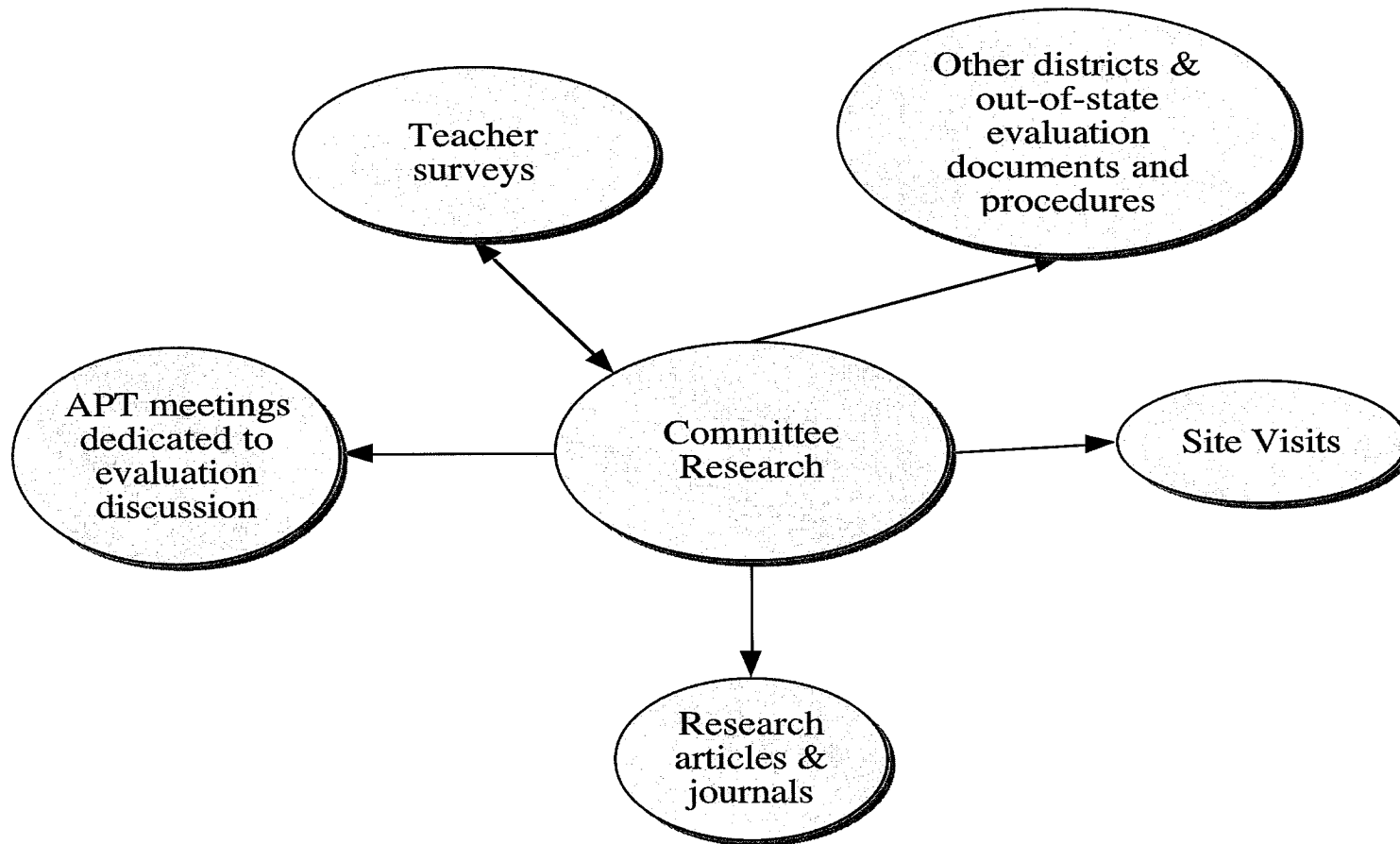
Support Professional Growth and Instructional Effectiveness:

With a focus on supporting student growth through an effective instructional program, work in collaboration with administration and employee groups to enhance evaluation, training, and compensation systems in order to attract and sustain a quality professional staff for all students within budget limitations.

Provide ongoing coaching and professional development support to staff, in line with district priorities and informed by the employee evaluation process

Work with employee groups through the negotiations process to enhance and improve the employee evaluation system.

Basis of Committee Recommendations



Basis of Committee Recommendations

Selected Bibliography of Committee Readings: Reports, Articles, Web Sites

The Widget Effect, by the New Teacher Project <http://widgeteffect.org/downloads/TheWidgetEffect.pdf>

So Long, Lake Wobegon?, by the Center for American Progress
http://www.americanprogress.org/issues/2009/06/pdf/teacher_evaluation.pdf

Measuring Effective Teaching” by The Gates Foundation
<http://metproject.org/downloads/met-framing-paper.pdf>

Educational Leadership, The Effective Educator
(December 2010/January 2011) published by the Association of Supervision and Curriculum Development (ASCD)

Teacher Evaluation 2.0, by The New Teacher Project Report
www.tntp.org/files/Teacher-Evaluation-Oct10F.pdf

Grading the Teachers, Measures, Media & Policies <http://gse.berkeley.edu/admin/events/gradingtheteachers.html>

California State Department of Education, <http://www.cde.ca.gov/nclb/sr/tq/tpevalsys.asp>

National Comprehensive Center for Teacher Quality, <http://www3.learningpt.org/tqsource/GEP/>

Tennessee- Framework for Evaluation and Professional Growth <http://www.tn.gov/education/frameval/>

Empowering Effective Teachers <http://communication.sdhc.k12.fl.us/empoweringteachers/>

Frederick County Public Schools
<http://training.fcps.org/teacherEval/>

Shaping Our Future, Piedmont Unified School District

Basis of Committee Recommendations

National Research : Relevance for Piedmont

Our Journey

Great to excellent journeys emphasize learning through peers and innovation. The system facilitates school-based learning communities to create peer-led support and accountability to each other.

QuickTime™ and a decompressor are needed to see this picture.

McKinsey & Company

Guiding Principles

Teachers

Continually explore, experiment and refine practice through self-reflection, assessment of student work, feedback, collaboration and professional development.

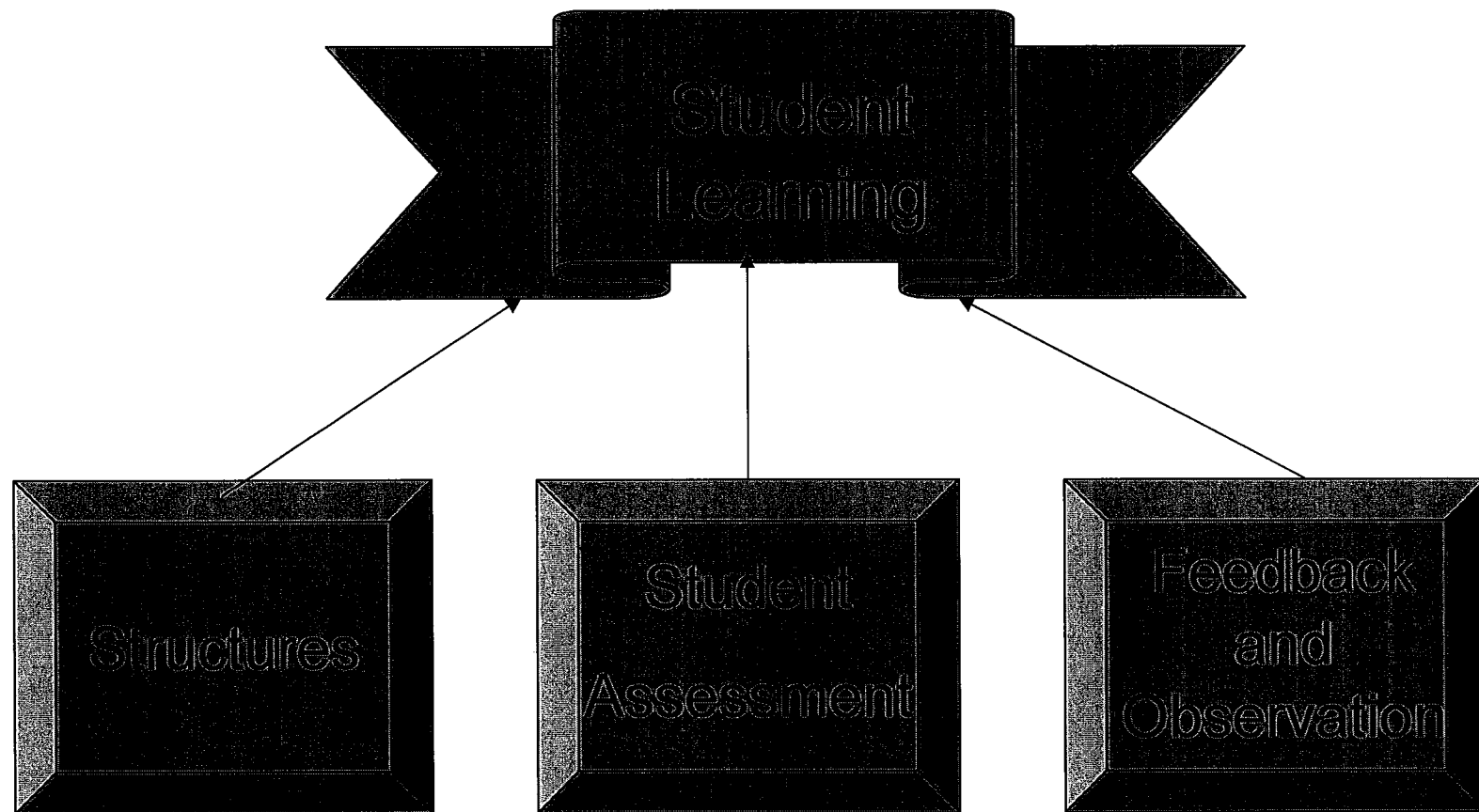
Administrators

Evaluate teacher performance and facilitate teacher growth by supporting and participating in opportunities for collaboration, observation, innovation and promoting teacher leadership.

Goal of Teacher Evaluation

**To provide the best
possible learning
experience for all
students**

How The Committee Developed the Proposal



Reflection and Collaboration



☆ Goal Setting

- California Standards for the Teaching Profession
- Continuum
- District Goals/
Shaping Our Future

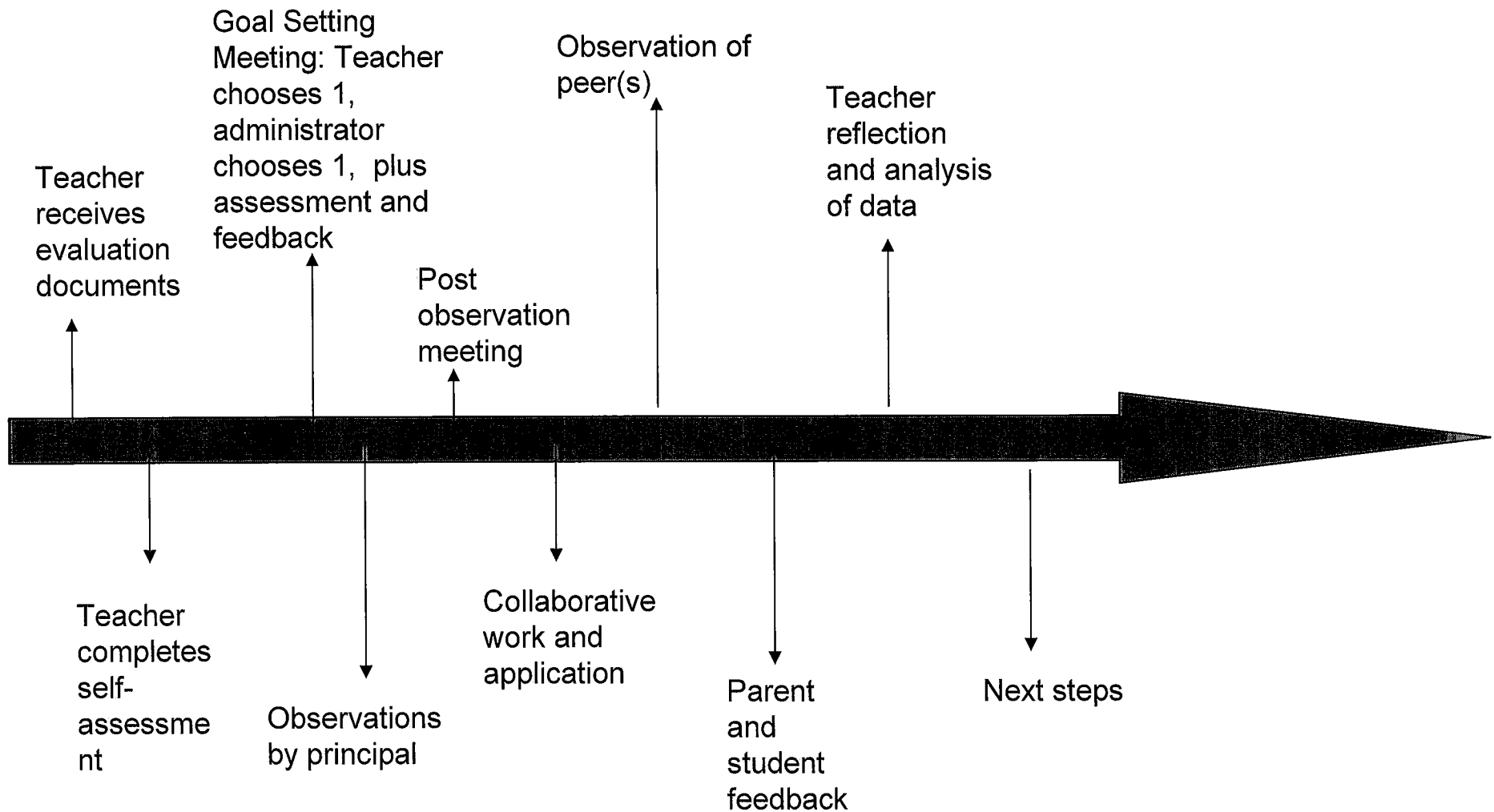
☆ Parent/Student Feedback

☆ Student Assessment

☆ Peer Observation

Student Learning

The Evaluation Process Timeline



Parent and Student Feedback: Examples of Survey Questions

Parent Survey

The teacher generally:

1. Makes me feel comfortable in contacting her/him.
2. Responds to me in a timely manner and addresses my concerns (i.e. e-mail, phone, etc.)

Possible responses:

*Always, sometimes, seldom,
not sure, NA*

Student Survey

Grades 2-5:

My teacher uses many ways to teach.
My teacher shows respect to all students.

Possible responses:

Always, sometimes, seldom

Grades 6-12:

The teacher willingly and helpfully answers student questions.

The assignments in this class are worthwhile. They promote my learning and understanding of the material.

Possible responses: #1-5 with #5 is Always and #1 is Never

Student Assessment:

Examples from Evaluation Rubric

- **Collaboratively administers, scores, and analyzes common benchmark assessments according to agreed upon standards (when/how)**
- **Records and reports common benchmark assessments within the central district data system**

Structures to Support our Evaluation System

Process A and Process B

To acknowledge the wide-ranging practice and experience of all Piedmont teachers and to offer a differentiated model of teacher evaluation. Teachers in both processes will engage in the following:

- 1. Self-Assessment**
- 2. Goal Setting**
- 3. Student Assessment**
- 4. Pre/Post Conferences and Observations**

Process A and Process B

Process A

- Teachers new to Piedmont, although veteran teachers may also select Process A
- Based on a classroom visitation model that combines conferencing and observation

Process B

Teachers, as individuals or in groups, along with the administrator:

- Explore new ideas/interests in order to refine teaching skills, and promote professional development & student growth and achievement

or

- Document professional development and student growth and achievement in selected CSTPs by providing a systematic and organized collection of evidence as agreed upon by the evaluator

What is the Difference Between the Old and New Evaluation Systems?

<u>Old System</u>	<u>New System</u>
Focus on teaching	Focus on student learning
Individual/administrator model	360° model including self-reflection
Administrator observes individual, disconnected lessons throughout the year	Administrator observes a series of lessons in a unit of study
Finite single document	On-going growth document
Individual teacher classroom assessments	Common benchmark assessments across schools/district
One model for all teachers	Differentiated model for all teachers
Episodic professional development	On-going professional development and growth

**With All the Commitments Teachers and
Administrators have...**

**How do we
find the
time?**



Finding Time...

Teachers will need time to:

- **Self-Assess**
- **Develop goals**
- **Conference with administrators**
- **Collaborate with colleagues**
- **Observe teachers in other classrooms**
- **Analyze student data**
- **Solicit feedback**
- **Reflect and Self-Assess**
- **Complete documentation in the teacher evaluation process**

Administrators will need time to:

- **Conduct goal setting conferences**
- **Conduct pre-observation conferences**
- **Observe in classrooms for extended periods of time**
- **Conduct post-observation conferences**
- **Examine student data with teachers both individually and in collaborative groups**
- **Support teachers in a system of differentiated evaluation**
- **Complete documentation in the teacher evaluation process**

The Support of the Board and the Community Is Critical...

For Teachers

Release time to:

- Conference with administrators and colleagues
- Observe other teachers

For Site

Administrators

Non-Interrupted time to:

- Observe in classrooms
- Conference with teachers

Next Steps...

- Finalize evaluation document, supporting documents-April
- Develop the plan and support system for teachers who need assistance or who are not demonstrating competence in the classroom-March
- Further clarify the California Standards for the Teaching Profession to include common well-defined pictures of what constitutes good professional practice at each level-February
- Collect feedback on the pilots-All year, focus February
- Monitor pilot-support pilots at each school-All year
- Develop plan for sharing elements/documents with staffs in September-August
- Provide professional development for administrators on the plan for professional development on the CSTPs and on the pilot elements in August-July
- Develop plan for professional development on the California Standards for the Teaching Profession (CSTP)-July
- Develop evaluation document with sections for each pilot element-July
- Finalize documents from each subgroup-June

PUSD Evaluation Committee

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