

The background of the slide is a solid brown color with a pattern of stylized, overlapping autumn leaves in various shades of brown and tan. The leaves are scattered across the entire page, creating a textured, seasonal feel.

Piedmont Unified School District

**District Evaluation Committee
Report to the Board
November 9, 2011**

Please Accept Our Thanks...

- **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**

Teachers Piloting At Least One Component

K-5 Pilot: 76	Total: 76	100%
6-8 Pilot: 44	Total: 44	100%
9-12 Pilot: 54	Total: 61	89%

Components Being Piloted

	K-5	6-8	9-12
Self-Assessment	100%	100%	72%
Classroom Visitation	20%	20%	48%
Action Research	20%	14%	26%
Goal Setting	36%	34%	49%
Pre-Observation Conference	21%	23%	36%
Post-Observation Conference	22%	23%	34%
Assessing for Learning	28%	73%	54%
Peer Observation	37%	43%	77%
Student Feedback	18%	41%	57%
Parent Feedback	20%	36%	48%

Development of Common Assessments

K-5

- **P.E. teachers are developing common assessments.**
- **Tech teachers are developing common assessments.**
- **Librarians are exploring the idea of piloting common assessments in several grade levels K-12**

6-8

- **Core 6 teachers are developing common assessments in math.**
- **Science teachers are exploring the development of common assessments at every grade level**
- **World Language teachers are exploring the development of common assessments and articulating with the high school.**

9-12

- **Millennium teachers will be developing and piloting a common assessment across English, Science, Math and History focusing on organization, writing and logical thinking and involving student reflection on core content goals.**
- **Algebra I, Geometry and Modern Computer Skills teachers at PHS are developing common assessments.**

Implementation of Common Assessments

K-5

K-5: Everyday Math

K: All students screened by March using Houghton Mifflin Emergent Literacy Assessment and/or the Rigby Benchmark Assessment as appropriate.

1st Grade: Beginning of the year all students screened using the Emergent Literacy Assessment or the Rigby Benchmark Assessment as appropriate. End of year leveled reading score is passed on to the next teacher.

2nd and 3rd Grades: All students screened using the Rigby Benchmark Assessment. 3rd grade teachers also review 2nd grade STAR scores. End of year leveled reading score is passed on to the next teacher.

4th Grade: All students are assessed on the Columbia Level R and the McLeod Assessment of Reading Comprehension. The CLR is administered again in the Spring.

5th Grade: All students are assessed in the fall and spring with the QRI.

Implementation of Common Assessments

6-8

- **Core 6, Core 7 and 8th Grade English/Language Arts teachers are using common writing assessments responding to works of literature.**
- **8th Grade History teachers are using a common assessment on the Constitution.**
- **7th and 8th Grade Math teachers administer common semester and end of year assessments**

9-12

- **9th/10th/11 th Grade English teachers administer common writing assessments graded as a department.**

Innovative Projects

K-5	Librarians are exploring piloting one 5th grade information literacy skill as reflected in the Model Standards for School Libraries and the English/Language Arts Standards.
6-8	A cross curricular collaboration between a science department teacher and a Core 6 teacher is focusing on linking a Language Arts poetry unit on five types of poems with the Science class research on seven biomes. This spring other teachers will use the lessons developed.
9-12	12 teachers at PHS from Math, Science, Social Studies, Art, English and Library are working together on the “Take-One” program, the first step in National Board Certification. 4 of the teachers are using this work for their Action Research Plan pilot and 2 are using this work as part of their goal in the evaluation process.

Committee Work So Far This Year

- **Provided an overview of the new teacher evaluation pilot to administrators-August**
- **Convocation/provided an overview of the new teacher evaluation pilot to all staffs-August**
- **Provided professional development for administrators on the plan for professional development on the California Standards for the Teaching Profession (CSTP)-September**
- **Provided professional development on the CSTP to all staffs -October**
- **Gathered feedback, questions and concerns; Q and A #1 will be distributed this month-Nov.**
- **Supported the piloting of evaluation components at each school**

Next Steps...

- **Support, monitor and gather feedback from the piloting process**
- **Support the development of common assessments at each school**
- **Find time for professional development to implement this new process and common assessments**
- **Work on three new tasks for this year**

Three New Subgroups/Tasks for 2011/12

Support System	Professional Practice	Student Progress/Outcomes
Develop the plan and support system for teachers who need assistance or who are not demonstrating competence in the classroom	Further clarify the California Standards for the Teaching Profession to include common, well-defined pictures of what constitutes good professional practice at each level	Common Assessments Develop a method of using standardized testing results in measuring student progress in a way that is informative as one measure of growth.

PUSD Evaluation Committee

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