

Tackling the NEW Teacher Evaluation Guidelines

***Required by the Feds for Arizona to be
eligible for “Race to the Top” \$\$\$, Federal
stabilization funding and Title IIA***

By Nannette Soule

And

Dennis Blausen

Goals

- To enhance and improve student learning
- To use the evaluation process and data to improve teacher performance
- To incorporate multiple measurements of achievement
- To focus on student progress
- To communicate clearly defines expectations
- To recognize quality instruction and to improve instruction
- To reflect fairness, flexibility, and a research based approach
- To create a culture where data drives instruction
- To encourage collaboration between teachers, educational staff, and school personnel

Three Types of Data

1. Classroom Level Data (CLD): Valid and reliable, aligned to AZ Standards, Appropriate to **individual teacher's** content area. AIMS (for that teachers content area if applicable), District tests that meet criteria: Dibels, STAR Tests, Bench Mark tests (NWEA's MAP, Galileo etc.)

Does this have to include a teacher's AIMS scores?

NO

2. School Level Data (SLD): All based on Aggregate (whole school, grade levels, departments etc. data. NOT Individual teacher even though used on an individual teacher's evaluation) Examples are AIMS/Stanford 10, AZ learns profiles, Survey data

3. “InTasc” Teaching Standards: It is the State’s and the Fed’s intention that these are regularly monitored for each teacher (not one observation) and that each District develop their own rubric to assign “scores” that measure teacher proficiency.

“InTasc” Professional Teaching Standards

- **Standard #1: Learner Development.** The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
- **Standard #2: Learning Differences.** The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
- **Standard #3: Learning Environments.** The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.

- **Standard #4: Content Knowledge.** The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.
- **Standard #5: Application of Content.** The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

- **Standard #6: Assessment.** The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.
- **Standard #7: Planning for Instruction.** The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
- **Standard #8: Instructional Strategies.** The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

- **Standard #9: Professional Learning and Ethical Practice.** The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.
- **Standard #10: Leadership and Collaboration.** The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

The Basics of the New Teacher Evaluation (Group A)

- What is a Group A teacher?

Group A teachers have reliable/available Classroom Level Data (CLD) available...Most of your teachers will be Group A Teachers

- Who might not be a group A teacher?

Specials Teachers, Social Studies Teachers, First and kindergarten teachers

- What do Group A Teacher Evaluation tools have to have?

-50% minimum up to 67% maximum of the tool must be based on the InTascTeaching Standards (Handout)

-33% minimum up to 50% maximum of the tool must be based on Classroom Level Data (CLD)

- Up to 17% can be school level data: This is TOTALLY optional

The Basics of the New Teacher Evaluation (Group B)

- What is a group B teacher?

Most likely specials teachers, elective teachers, possibly first and/or second grade teachers

- Is it possible that none of my teacher's are Group B teacher's?

Yes...unlikely unless your district has standards based, valid assessments for these areas.

- What do Group B Teacher Evaluation tools have to have?

-50% minimum up to 67% maximum of the tool must be based on the Arizona Teaching Standards (Handout)

-33% minimum up to 50% maximum must be the sum of AVAILABLE classroom data and (CLD) and School Level Data (SLD)...if there is NO available "applicable" CLD then this portion is SOLELY SLD

Teacher Performance Levels per indicator

- Highly effective
- Effective
- Partially effective
- Ineffective
- Not Observed

Quick overview of the Principal Evaluation tool

- 33% “School Level” Data as described in the previous slide
- 17% **System/Programs**
 - Surveys (Parent, Student)
 - Programs, innovation etc.
- 50% your districts current tool

FAQ's

1. Are individual teacher's evaluation data sent to the State or the Feds?

NO, Only the aggregate information from a district (LEA) and from it's individual schools

2. When is it required that teacher's and principal's be evaluated with this new tool?

2012/2013

3. Does CLD include teacher made quizzes and tests?

No. District and school assessments, benchmark tests, and common assessments across the grade level.

4. The teaching component of the observation must be based on multiple observations

5. Is the Evaluation System fair to all?

Yes and No...we feel the ADE did their best to make a “fair” framework. The System is probably least fair for those in “Category B” because it has the most factors that are beyond the individual teachers control.

6. Reporting Requirements: School aggregate data must be reported to:

<http://www.azrecovery.gov/agencies/agencies-governor.html>

7. Reporting Specifications:

<http://www.ed.gov/about/inits/ed/edfacts/file-specifications.html>

8. This P-point presentation can be found on the Oracle School District Website at www.osd2.org on the left side of the home page under new teacher evaluations system.