

Colby School District

Staff Evaluation and Professional Development Procedures and Forms

Procedures

I. ALL Teachers, Educational Specialists and Administrators will use MYLEARNINGPLAN or MLP for the software documentation for the Educator Effectiveness project in conjunction with CESA 6.

Tools of the CESA 6 Effectiveness Project©:

A turnkey, yet customizable, professional evaluation system designed by Wisconsin educators for Wisconsin educators that includes research-based standards, indicators and rubrics articulated in three guidebooks.

Comprehensive, ongoing professional development to support deep understanding of accountability concerns and research-based strategies (standards, SLOs, assessment literacy, preparation for Smarter Balanced Assessment System, coaching techniques, and more).

Access to MyLearningPlan® OASYSsm web-based observation and appraisal management system for fast and easy scheduling, managing, completing and reporting of all evaluation components.

Systems training, coaching and calibration to assure consistency and fidelity in the use of the system.

Systems data provided at the individual, school, district and regional level as a guide to planning for collaborative, individualized, data-driven, standards based professional development.

II. Professional Development Procedures

- Continuing Teaching Staff will be evaluated on a three year cycle. The 3rd year of the process is considered a "summative year".
- Continuing Educational Specialist Staff will be evaluated on a three year cycle. The 3rd year of the process is considered a "summative year".
- Administrators will be evaluated on an annual basis.
- New Teachers and Educational Specialists (New Staff and Staff new to the District) will be evaluated annually for three (3) years before transitioning to "continuing" status.
- Staff (Teachers and Educational Specialist) Identified as In Need of Improvement will be evaluated annually until a transition to "continuing status" is obtained.

Evaluation Types

- *Continuing Teacher 1 (Continuing Teacher 1)*
- *Continuing Teacher 2 (Continuing Teacher 2)*
- *Continuing Teacher 3 (Continuing Teacher 3)*

- *Continuing Specialist 1 (Continuing Specialist 1)*
- *Continuing Specialist 2 (Continuing Specialist 2)*
- *Continuing Specialist 3 (Continuing Specialist 3)*

- *Continuing Administrator 3 (Continuing Administrator 3)*

- *New Teacher 3 (New Teacher 3)*
- *New Specialist 3 (New Specialist 3)*
- *New Administrator 3 (New Administrator 3)*

- *In need of Improvement Teacher 3 (In need of Improvement Teacher 3)*
- *In need of Improvement Specialist 3 (In need of Improvement Specialist 3)*
- *In need of Improvement Administrator 3 (In need of Improvement Administrator 3)*

Colby Supervision Model

TPES (Teacher Professional Evaluation System) -Continuing

YEAR 1

- **Complete Student Survey**
Yearlong Classes – 1st survey by Oct. 15th and 2nd survey by Feb. 15th
Semester Only Classes - 1st survey by Oct. 15th and 2nd survey by Jan. 17th
- **Student Survey Growth Planner**; completed after 1st survey
- **Student Survey Analysis**; completed after 2nd survey
- **Informal Observation** (unannounced walkthrough)
- **Documentation Log** – begin to collect artifacts related to Standards 2, 4, 6
- **SLO Selection and Scoring** – October 30th
- **SLO Reviews** – Mid Cycle by Jan. 17th and Final by May 1st

YEAR 2

- **Complete Student Survey**
Yearlong Classes – 1st survey by Oct. 15th and 2nd survey by Feb. 15th
Semester Only Classes - 1st survey by Oct. 15th and 2nd survey by Jan. 17th
- **Student Survey Growth Planner**; completed after 1st survey
- **Student Survey Analysis**; completed after 2nd survey
- **Informal Observation** (unannounced walkthrough)
- **Formal Observation** (unannounced) Standards 1, 3, 5
- **Documentation Log** – continue to collect artifacts related to Standards 2, 4, 6
- **SLO Selection and Scoring** – October 30th
- **SLO Reviews** - Mid Cycle by Jan. 17th and Final by May 1st

YEAR 3 – Summative Year

- **Complete Student Survey**
Yearlong Classes – 1st survey by Oct. 15th and 2nd survey by Feb. 15th
Semester Only Classes - 1st survey by Oct. 15th and 2nd survey by Jan. 17th
- **Student Survey Growth Planner**; completed after 1st survey
- **Student Survey Analysis**; completed after 2nd survey
- **Informal Observation** (unannounced walkthrough)
- **Formal Observation** (announced) Standards 1, 3, 5
- **Documentation Log** – Share artifacts related to Standards 2, 4, 6
- **SLO Selection and Scoring** – October 30th
- **SLO Reviews** – Mid Cycle by Jan. 17th and Final by May 1st
- **Summative Performance Review**- combines all information from years 1, 2 and 3
Completed by May 30th

ESPEs (Educational Specialist Professional Evaluation System) -Continuing

YEAR 1

- **Complete Student Survey**
1st survey by Oct. 15th and 2nd survey by Feb. 15th
- **Student Survey Growth Planner;** completed after 1st survey
- **Student Survey Analysis;** completed after 2nd survey
- **Informal Observation** (unannounced walkthrough)
- **Documentation Log** – begin to collect artifacts related to Standards 2, 4, 6
- **SLO Selection and Scoring** – October 30th
- **SLO Reviews** – Mid Cycle by Jan. 17th and Final by May 1st

YEAR 2

- **Complete Student Survey**
1st survey by Oct. 15th and 2nd survey by Feb. 15th
- **Student Survey Growth Planner;** completed after 1st survey
- **Student Survey Analysis;** completed after 2nd survey
- **Informal Observation** (unannounced walkthrough)
- **Formal Observation** (unannounced) Standards 1, 3, 5
- **Documentation Log** – continue to collect artifacts related to Standards 2, 4, 6
- **SLO Selection and Scoring** – October 30th
- **SLO Reviews** – Mid Cycle by Jan. 17th and Final by May 1st

YEAR 3 – Summative Year

- **Complete Student Survey**
1st survey by Oct. 15th and 2nd survey by Feb. 15th
- **Student Survey Growth Planner;** completed after 1st survey
- **Student Survey Analysis;** completed after 2nd survey
- **Informal Observation** (unannounced walkthrough)
- **Formal Observation** (announced) Standards 1, 3, 5
- **Documentation Log** – Share artifacts related to Standards 2, 4, 6
- **SLO Selection and Scoring** – October 30th
- **SLO Reviews** – Mid Cycle by Jan. 17th and Final by May 1st
- **Summative Performance Review-** combines all information from years 1, 2 and 3
Completed by May 30th

NEW Teachers - TPES (Teachers) – first three years of employment

YEARLY

- **Complete Student Survey**
Yearlong Classes – 1st survey by Oct. 15th and 2nd survey by Feb. 15th
Semester Only Classes - 1st survey by Oct. 15th and 2nd survey by Jan. 17th
- **Student Survey Growth Planner**; completed after 1st survey
- **Student Survey Analysis**; completed after 2nd survey
- **Informal Observation** (unannounced walkthrough) **THREE per year**
- **Formal Observation** (announced) Standards 1, 3, 5
- **Formal Observation** (unannounced) Standards 1, 3, 5
- **Interim Performance Report**
- **Documentation Log** – Share artifacts related to Standards 2, 4, 6
- **SLO Selection and Scoring** October 30th
- **SLO Reviews** – Mid Cycle by Jan. 17th and Final by April 1st
- **Summative Performance Review**- Completed by April 5th

NEW Educational Specialists - ESPES (Specialists) – first three years of employment

YEARLY

- **Complete Student Survey**
Yearlong Classes – 1st survey by Oct. 15th and 2nd survey by Feb. 15th
Semester Only Classes - 1st survey by Oct. 15th and 2nd survey by Jan. 17th
- **Student Survey Growth Planner**; completed after 1st survey
- **Student Survey Analysis**; completed after 2nd survey
- **Informal Observation** (unannounced walkthrough) **THREE per year**
- **Formal Observation** (announced) Standards 1, 3, 5
- **Formal Observation** (unannounced) Standards 1, 3, 5
- **Interim Performance Report**
- **Documentation Log** – Share artifacts related to Standards 2, 4, 6
- **SLO Selection and Scoring** October 30th
- **SLO Reviews** – Mid Cycle by Jan. 17th and Final by April 1st
- **Summative Performance Review**- Completed by April 5th

NEW School Administrator - SAPES (School Administrator)

– first three years of employment

YEARLY

- **SAPES Survey** - by Oct. 15th
- **Growth Planner**; completed after 1st survey (unless 1st year)
- **Informal Observation/School Site Visit** (unannounced walkthrough) **THREE per year**
- **Formal Observation/ School Site Visit** (announced) Standards 1, 3, 5
- **Formal Observation School Site Visit** (unannounced) Standards 1, 3, 5
- **Interim Performance Report**
- **Documentation Log** – Share artifacts related to Standards 2, 4, 6
- **SLO Selection and Scoring** October 30th
- **SLO Reviews** – Mid Cycle by Jan. 17th and Final by April 1st
- **Summative Performance Review**- Completed by April 5th

In Need of Improvement - TPES (Teachers) – as required

YEARLY

- **Complete Student Survey**
Yearlong Classes – 1st survey by Oct. 15th and 2nd survey by Feb. 15th
Semester Only Classes - 1st survey by Oct. 15th and 2nd survey by Jan. 17th
- **Student Survey Growth Planner; completed after 1st survey**
- **Student Survey Analysis; completed after 2nd survey**
- **Informal Observation (unannounced walkthrough) THREE per year**
- **Formal Observation (announced) Standards 1, 3, 5**
- **Formal Observation (unannounced) Standards 1, 3, 5**
- **Performance Improvement Plan**
- **Documentation Log – Share artifacts related to Standards 2, 4, 6**
- **SLO Selection and Scoring October 30th**
- **SLO Reviews – Mid Cycle by Jan. 17th and Final by April 1st**
- **Summative Performance Review- Completed by April 5th**

In Need of Improvement - ESPEs (Educational Specialists) – as required

YEARLY

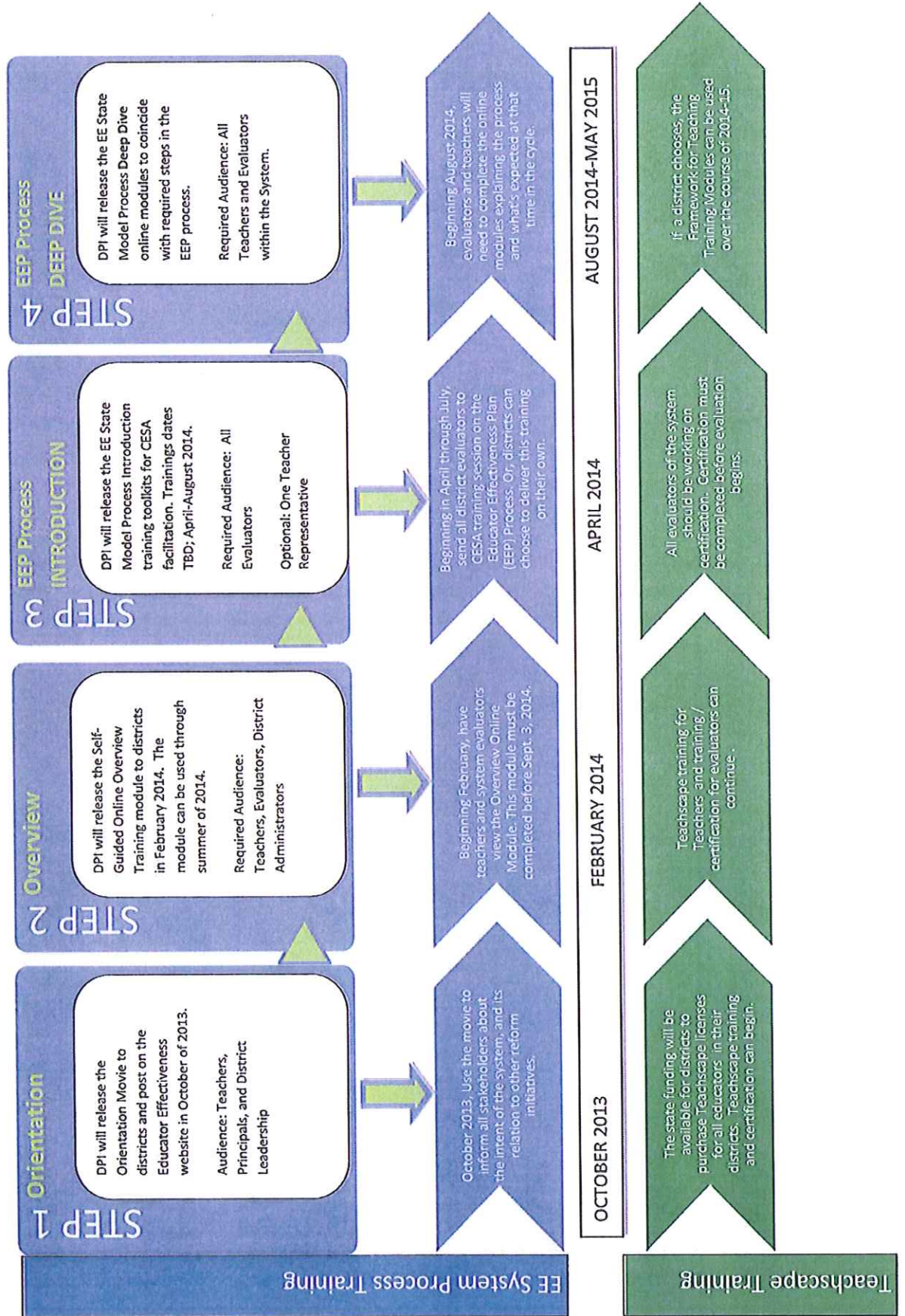
- **Complete Student Survey**
Yearlong Classes – 1st survey by Oct. 15th and 2nd survey by Feb. 15th
Semester Only Classes - 1st survey by Oct. 15th and 2nd survey by Jan. 17th
- **Student Survey Growth Planner; completed after 1st survey**
- **Student Survey Analysis; completed after 2nd survey**
- **Informal Observation (unannounced walkthrough) THREE per year**
- **Formal Observation (announced) Standards 1, 3, 5**
- **Formal Observation (unannounced) Standards 1, 3, 5**
- **Performance Improvement Plan**
- **Documentation Log – Share artifacts related to Standards 2, 4, 6**
- **SLO Selection and Scoring October 30th**
- **SLO Reviews – Mid Cycle by Jan. 17th and Final by April 1st**
- **Summative Performance Review- Completed by April 5th**

In Need of Improvement - SAPES (School Administrator) – as required

YEARLY

- **SAPES Survey - by Oct. 15th**
- **Growth Planner; completed after 1st survey**
- **Informal Observation/School Site Visit (unannounced walkthrough) THREE per year**
- **Formal Observation/ School Site Visit (announced) Standards 1, 3, 5**
- **Formal Observation School Site Visit (unannounced) Standards 1, 3, 5**
- **Interim Performance Report**
- **Documentation Log – Share artifacts related to Standards 2, 4, 6**
- **SLO Selection and Scoring October 30th**
- **SLO Reviews – Mid Cycle by Jan. 17th and Final by April 1st**
- **Summative Performance Review- Completed by April 5th**

WI EDUCATOR EFFECTIVENESS SYSTEM IMPLEMENTATION TRAINING



WI EDUCATOR EFFECTIVENESS SYSTEM IMPLEMENTATION TRAINING

Orientation	Overview	EEP Process Introduction	EEP Process Deep Dive
<p>The WI EE Orientation Movie will be available to districts in October 2013.</p> <p>Intended Audience: anyone that is unfamiliar with the Educator Effectiveness (EE) System.</p> <p>The movie will communicate the big picture of the Educator Effectiveness System and will include:</p> <ul style="list-style-type: none"> • EE within the context of Dr. Tony Evers' Agenda 2017 • Intent of the system • Voices from pilot districts <p>Districts may begin using this webinar within their professional development schedule.</p>	<p>The WI EE Overview will be a self-guided online module that will be available for use in districts in February of 2014.</p> <p>Required Audience: Teachers, Principals and Evaluators.</p> <p><u>The Overview module must be completed prior to EE Process Training. This can be done in district on an individual basis.</u></p> <p>This module will include:</p> <ul style="list-style-type: none"> • System overview and Updates • Culture of Climate and Trust • Uses of System Results • Policy Decisions • Teachscape Overview • Overview of EEP Process • The Evaluation Cycle • Cycle of Inquiry • Frequently Asked Questions 	<p>The first portion of the EEP Process training is a facilitated, face to face training.</p> <p>Required Audience: All Evaluators Optional Audience: One District Teacher Representative</p> <p>The first is an introduction, face to face training.</p> <p>Training Toolkits will be available for use in districts and in CESAs as early as April 2014. They can be used as soon as participants have completed the overview module.</p> <p><i>Training Toolkits will include: PPT, facilitator guide, taped key message segments, and materials.</i></p> <p>Training Toolkits will be available for use directly in districts, as well as CESA supported trainings. A district can choose to deliver this training in district, facilitated by staff development personnel, or send staff to CESA trainings at no additional cost.</p> <p>Complete anytime April – August 2014</p> <p>Process Training must be completed prior to September of 2014, before use of deep dive modules.</p>	<p>The second portion of the EEP Process training is through time-released, online modules.</p> <p>The EEP Process Deep Dive will be reviewed through a series of self-guided, online modules released to districts beginning August 2014. This provides "just in time" review of process.</p> <p>Required Audience: All Educators involved in implementation 2014-15.</p> <p>Beginning of Year Expectations- Released August 2014 Complete August – Sept 2014 Middle of Year Expectations – Released November 2014 Complete November- January 2015 End of Year Expectations- Released January 2014 Complete January- May 2015</p>

Administrative “look fors” during teacher observations

Formal Announced, Formal Unannounced, Informal Unannounced (walkthroughs)

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Standard 1: Professional Knowledge

The teacher demonstrates an understanding of the curriculum, subject content, and diverse needs of students by providing meaningful learning experiences.

The teacher:

- 1.1 Effectively addresses appropriate curriculum standards (i.e., Common Core State Standards, *WMAS*) and other required standards (e.g., Disciplinary Literacy, ITLS, 21st Century Learning).
- 1.2 Integrates key content elements and higher-level thinking skills in instruction.
- 1.3 Demonstrates ability to link present content with past and future learning experiences, other subject areas, and real-world experiences and applications.
- 1.4 Demonstrates accurate knowledge of the subject matter.
- 1.5 Demonstrates skills relevant to the subject area(s) taught.
- 1.6 Bases instruction on goals that reflect high expectations and understanding of the subject.
- 1.7 Understands intellectual, social, emotional, and physical development of the age group.
- 1.8 Uses precise language, correct vocabulary and grammar, and acceptable forms of communication as it relates to a specific discipline and/or grade level.
- 1.9 Has knowledge and understanding of school, family, and community resources to help meet all students’ learning needs.
- 1.10 Demonstrates appropriate accommodations and modifications for diverse learners. (e.g., English learners, gifted learners, students with disabilities, etc.).

Contemporary Effective Teacher Research

Contemporary research has found that an effective teacher:

- Has a solid understanding of subject facts, concepts, principles, and the methods through which they are integrated cognitively, and this understanding facilitates the pedagogical thinking and decision making.
- Facilitates planning units in advance to make intra- and interdisciplinary connections.
- Plans for the context of the lesson to help students relate, organize, and make knowledge become a part of their long-term memory.
- Identifies instructional objectives and activities⁴ to promote students’ cognitive and developmental growth.
- Applies and integrates knowledge or skills to a particular population in a specific setting.
- Understands that teaching is not merely stand-and-deliver; instead, it involves a specialized, complex, intricate, and constantly changing and renewing body of knowledge.

Standard 3: Instructional Delivery

The teacher effectively engages students in learning by using a variety of instructional strategies in order to meet individual learning needs.

The teacher:

- 3.1 Engages and maintains students in active learning (e.g., student collaboration, small group instruction, real world applications, project based learning).
- 3.2 Builds upon students' existing knowledge and skills.
- 3.3 Uses a variety of effective instructional strategies.
- 3.4 Uses materials, technology, and resources to enhance student learning.
- 3.5 Differentiates and paces instruction to meet students' needs.
- 3.6 Reinforces learning goals consistently throughout the lesson.
- 3.7 Communicates clearly

Contemporary Effective Teacher Research

Contemporary research has found that an effective teacher:

- Stays involved with the lesson at all stages.¹
- Uses a variety of instructional strategies.
- Uses research-based strategies to make instruction student-centered.
- Involves students in cooperative learning to enhance higher-order thinking skills.¹⁸
- Uses students' prior knowledge to facilitate student learning.
- Possesses strong communication skills,²⁰ offering clear explanations and directions.
- Differentiates for students' needs using remediation, skills-based instruction, and individualized instruction.
- Uses multiple levels of questioning aligned with students' cognitive abilities with appropriate techniques.
- Recognizes the complexities of the subject matter and focuses on meaningful conceptualization of knowledge rather than on isolated facts.
- Provides feedback in a timely manner, ensures that it relates specifically to the criteria of the task, and avoids simply indicating right or wrong answers; instead, provides specific explanations of what students are doing correctly, what they are not doing correctly, and how to fix it.
- Pays attention to the momentum of the daily lesson and is supportive and persistent in challenging and engaging students in all aspects of instruction.

Standard 5: Learning Environment

The teacher uses resources, routines, and procedures to provide a respectful, safe, positive, student-centered environment that is conducive to student engagement and learning.

The teacher:

- 5.1 Establishes and maintains effective routines and procedures.
- 5.2 Creates and maintains a safe physical setting.
- 5.3 Establishes a climate of trust and teamwork by being fair, caring, respectful, and enthusiastic.
- 5.4 Promotes respectful interactions that challenge and engage all students within the learning environment.
- 5.5 Creates an environment that is academically appropriate, stimulating, and challenging.
- 5.6 Encourages student participation, inquiry, and intellectual risk-taking.
- 5.7 Respects and promotes the appreciation of diversity.
- 5.8 Uses a balance of effective verbal, nonverbal, and digital communication tools to foster a positive, culturally inclusive learning environment.

Contemporary Effective Teacher Research

Contemporary research has found that an effective teacher:

- Establishes classroom rules and procedures early on in the school year, monitors student behavior, and infuses humor, care, and respect into classroom interactions.
- Ensures classroom activities have an academic focus and orchestrates smooth transitions and maintains momentum to maximize learning time.
- Uses effective questioning and challenging but interesting activities to increase student engagement in learning and student accountability.
- Develops functional floor plans with teacher and student work areas and furniture/materials placement for optimal results.
- Establishes rapport and trustworthiness with students by being fair, caring, respectful, and enthusiastic.
- Cares about students as individuals and makes them feel valued.
- Adapts teaching to address student learning styles.
- Acknowledges his/her perspective and is open to hearing students' worldviews.⁴³
- Is culturally competent.
- Seeks to know about the cultures and communities from which students come.