

# Educator Evaluation: Improving Instruction in Utah Schools

Education Interim Committee

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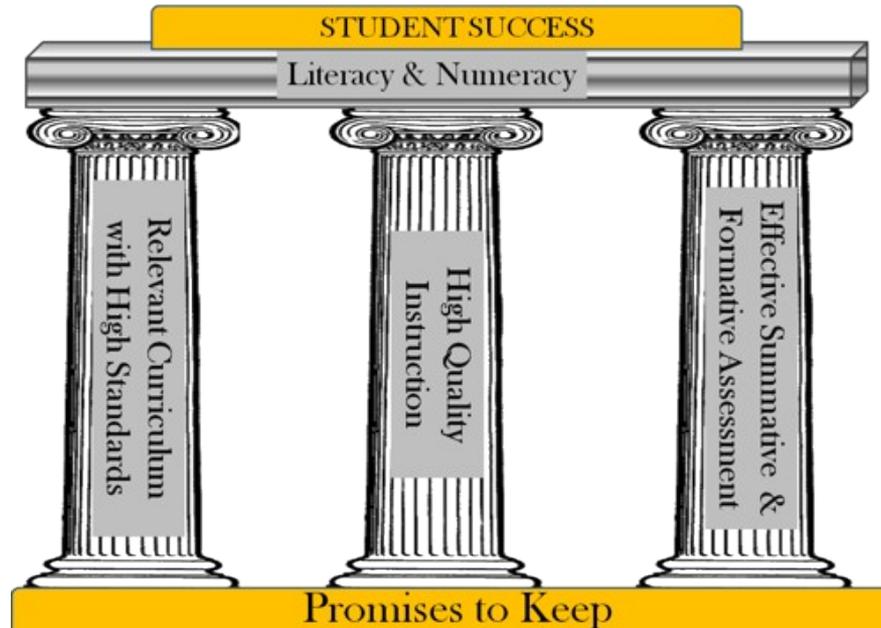
September 19, 2012

Presented by Sydnee Dickson,  
Ed.D.

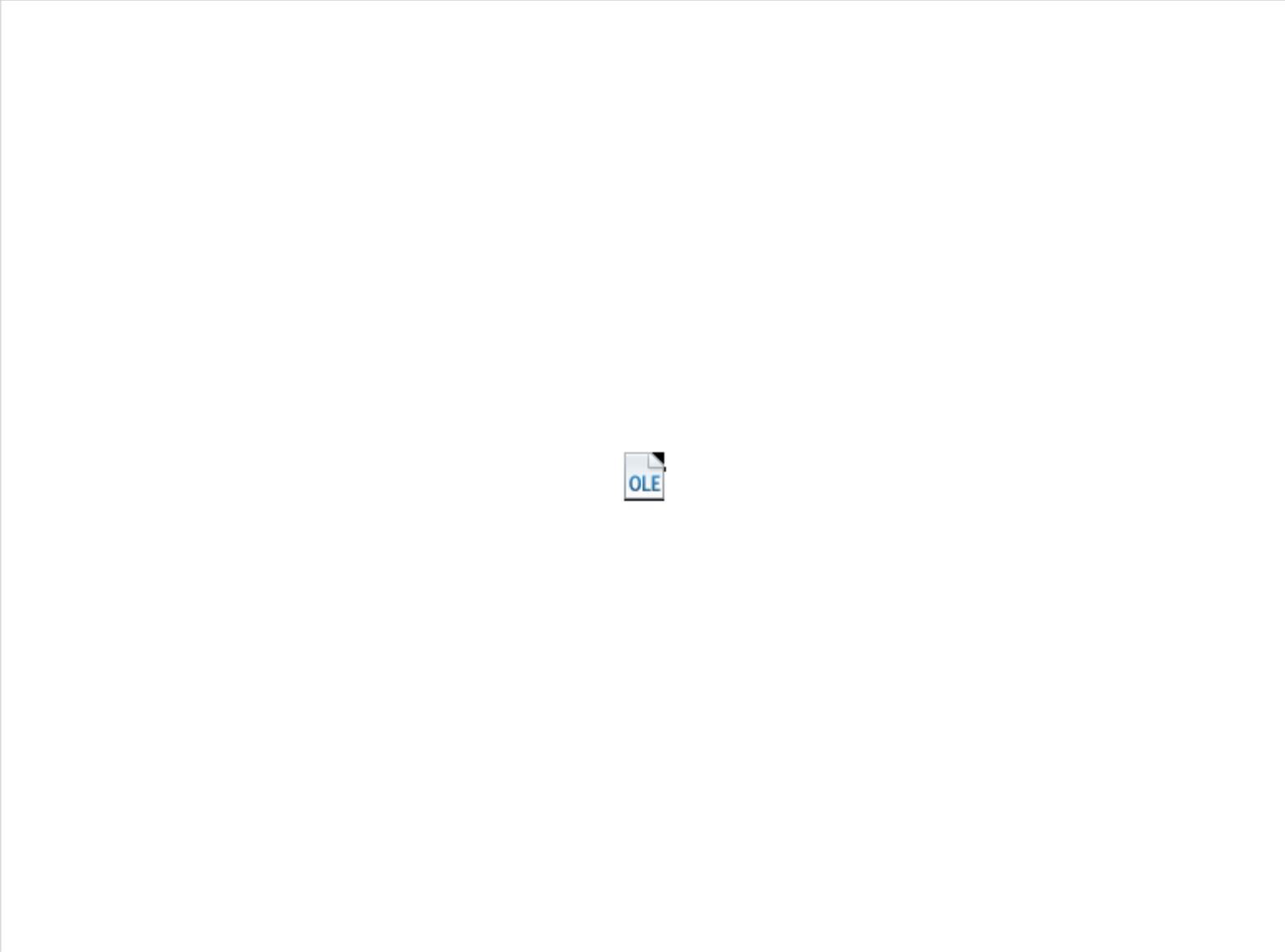
Utah State Office of Education

9/11/12

# Promises to Keep



The mission of the *Utah State Board of Education* is encompassed in its guiding document *Promises to Keep*. *The Utah Effective Teaching Standards* and the *Utah Educational Leadership Standards* focus on the pillar of **High Quality Instruction**.

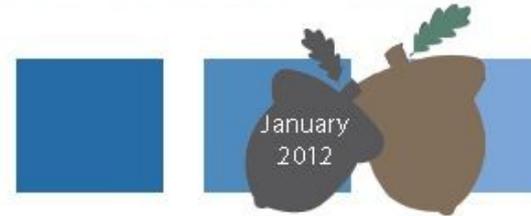


# More Rigorous Performance Standards for ALL

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*Utah Effective*

# TEACHING Standards



# Utah Effective Teaching Standards

- Standard 1: Learner Development
- Standard 2: Learning Differences
- Standard 3: Learning Environment
- Standard 4: Content Knowledge
- Standard 5: Assessment
- Standard 6: Instructional Planning
- Standard 7: Instructional Strategies
- Standard 8: Reflection and Continuous Growth
- Standard 9: Leadership and Collaboration

## Standard 5: Assessment

*The teacher uses multiple methods of assessment to engage learners in their own growth, monitor learner progress, guide planning and instruction, and determine whether the outcomes described in content standards have been met.*

	<i>Practicing</i>	<i>Effective</i>	<i>Highly Effective</i>	<i>Distinguished</i>
<p><b>The teacher:</b></p> <p><i>a. Designs or selects pre-assessments, formative, and summative assessments in a variety of formats that match learning objectives and engage the learner in demonstrating knowledge and skills.</i></p>	<p><b>Selects</b> assessments to match learning objectives.</p>	<p><b>Designs</b> or selects pre-assessments, formative, and summative assessments in a variety of formats that match learning objectives.</p>	<p><b>Selects</b> and integrates varied assessment types and involves learners in demonstrating knowledge and skills.</p>	<p><b>Considers</b> issues of validity, reliability, bias, and consistency in making assessment decisions.</p>
<p><i>b. Engages students in understanding and identifying the elements of quality work and provides them with timely and descriptive feedback to guide their progress in producing that work.</i></p>	<p><b>Encourages</b> students to do quality work. <b>Provides</b> feedback on student work.</p>	<p><b>Engages</b> students in understanding and identifying the elements of quality work. <b>Provides</b> students with feedback to guide their progress in producing quality work.</p>	<p><b>Engages</b> students in regularly producing quality work and supports students in self-assessment and goal-setting. <b>Provides</b> students with timely and descriptive feedback to guide their progress in producing quality work.</p>	<p><b>Creates</b> a learning environment where quality work is valued and students participate in the development of their own learning goals and measurement of their own progress.</p>





*Utah Educational*  
**LEADERSHIP**  
**Standards**



# Utah Educational Leadership Standards

- Standard 1: Visionary Leadership
- Standard 2: Teaching and Learning
- Standard 3: Management for Learning
- Standard 4: Community Collaboration
- Standard 5: Ethical Leadership

**PERFORMANCE EXPECTATION 1B:**

Educational leaders facilitate a process of creating a shared vision, mission, and goals.

	<i>Highly Effective</i>	<i>Effective</i>	<i>Emerging Effective</i>	<i>Rudimentary</i>
<b>INDICATORS FOR 1B:</b> <i>A Leader...</i>				
1. Establishes, conducts, and evaluates processes used to engage staff, community, and diverse stakeholders in a shared understanding and commitment to vision, mission, and goals.	Leads and demonstrates ways to <b>institute, implement, and evaluate</b> processes which engage staff and diverse stakeholder groups in supporting vision, mission, and goals.	Implements and <b>evaluates techniques</b> which engage staff and diverse stakeholder groups in supporting vision, mission, and goals.	Experiments with processes for creating and evaluating ways to involve staff and diverse stakeholder groups in vision, mission, and goals.	Offers approaches to creating vision, mission, and goals, but is not inclusive of staff and diverse stakeholder groups.
2. Develops shared commitments and responsibilities that are distributed among staff and the community for making decisions and evaluating actions and outcomes.	<b>Leads and facilitates</b> staff and diverse stakeholder groups to <b>develop and reflect</b> upon the commitments and responsibilities that are tied to the decision making process and to evaluate the quality of the outcomes of their decisions using multiple data sources.	<b>Enables staff</b> and diverse stakeholder groups to <b>develop commitments</b> and responsibilities that are tied to the decision making process and to evaluate the outcomes of their decisions using multiple data sources.	Shares information and directs responsibilities for making decisions and evaluating actions and outcomes with staff and diverse stakeholder groups.	Limits information and sharing of responsibilities among staff and diverse stakeholder groups for making decisions and evaluating actions and outcomes.
3. Communicates and acts on commitments in the shared vision, mission, and goals so educators and the community understand, support, and act on them consistently.	Leads, models, and assesses with staff and community <b>the effectiveness of their adherence</b> to words and actions which demonstrate commitment to vision, mission, and goals and works to ensure continuing fit with school, student, and staff needs.	Leads and models to staff and community the responsibility to <b>act with consistency and adhere</b> through words and actions a commitment to vision, mission, and goals.	Supports through words and actions commitment to vision, mission, and goals.	Shows little regard for vision, mission, and goals in reference to actions and decisions.

# Creating a culture of continual growth for students, teachers, and leaders



Wednesday, April 18, 2012

9/11/12

# Effective Educator Evaluation

- Intended outcome to improve instruction
- Framework outline and Board Rule
- Based on multiple evidence
- Founded on research and expertise from multiple sources

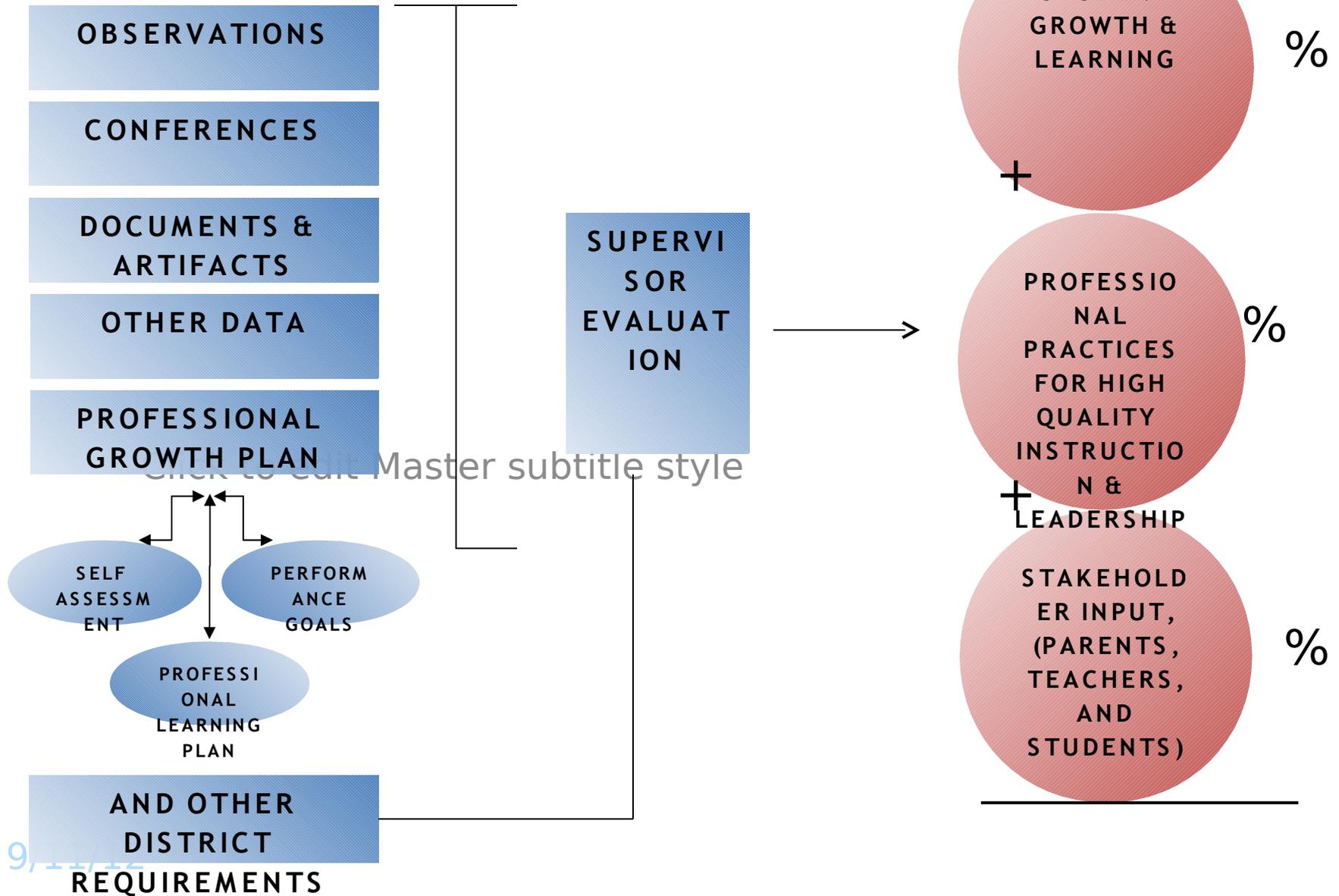


# Requirements in Rule and Code

- Yearly evaluation of all educators
- Yearly performance ratings
  - Student growth
  - Observations of instruction/leadership
  - Stakeholder input
  - District specific requirements (rule)
- Contain both formative and summative components
- Use data to inform employment, professional learning and compensation decisions



# USOE Model Evaluation System



# Stakeholder Input

- Element is required in all district systems
- HB149 providing pilot survey
- Districts will have choice of instruments
- Small set of questions to be used statewide
- USOE bank of survey

# Evaluation System Process

- Knowledge and Understanding of Utah Effective Teaching and Educational Leadership Standards
- Engaging in Self Assessment based on Standards
- Developing Professional Growth Plan
- Meeting with supervisor to review plan and goals
- Engaging in multiple formal and informal observations of

# Process continued:

- Utilizing student growth measures in tested and non-tested subjects
- Gathering parent/student input to inform practices
- Reviewing data and progress with supervisor
- Determining yearly performance rating based on formative and summative evaluation data

# Evaluation Cycle

- Summative every THREE years
- Formative 1st and 2nd year unless data triggers summative review
- Elements of evaluation process occur each year
  - Professional Growth Plan (Performance Goals)
  - Observations

# Performance Ratings:

- Include four rating levels
- Provide for comparability from district to district by using uniform terminology and definitions
- Differentiate between Level 1 and Level 2 teachers by the name of the rating
- Reported each year based on

Not Effective  
summat

Emerging  
Effective/  
Minimally  
Effective

Effective

Highly  
Effective

# Annual Evaluation Cycle

Evaluation Element	Formative	Summative
	Year 1 & 2	Year 3
Professional Growth Plan	X	X
Conference with supervisor	X	X
Mid-Year progress report	X	X
Observations	Informal	Formal
Student growth and SLOs	X	X
Parent survey	X	X
Student survey	X	X
Performance rating	X	X

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# Piloting the USOE Model

- A coalition of self-organizing educators in administrative districts and teachers
- A head start on two pilot districts
- 2013-14
- Supported by national, state, and local funding
- Web based platform used for collecting and hosting data
- 16 districts of various demographics piloting both instruments



9/11/12



Welcome TrueNorth Administrator: You are currently logged in.

Done TRUENORTH ADMINISTRATOR Plan

Growth Plan For Me

Actions Professional Growth Plan

**Self Assessment** + Steps

**In Progress**  
04/20/2012 @ 10:31 AM

**Goals** + Steps

**In Progress**  
04/20/2012 @ 10:32 AM

**Mid\_Year Review** + Steps

**Not Started**

**End of Year Review** + Steps

**Not Started**

Welcome Jennifer Peters: You are currently logged in.

# Evaluations

- Performance Evaluation Activities
- Performance Discussion
- Performance Uploads
- Performance Access

## Manage Plan

✔ Chicago Teacher Performance
   
**Observation Scoring**
  
 for Melissa Bright

Menu	By	Date	Status	Shared	Score
1	<input checked="" type="checkbox"/> Jennifer Peters	02/28/2012	Complete	<input checked="" type="checkbox"/>	2.5
2	<input checked="" type="checkbox"/> Jennifer Peters	02/28/2012	Complete	<input checked="" type="checkbox"/>	2.23
3	<input checked="" type="checkbox"/> Jennifer Peters	05/24/2012	In Progress		1.09
4	<input checked="" type="checkbox"/> Jennifer Peters	06/19/2012	In Progress	<input checked="" type="checkbox"/>	1.23
5	<input checked="" type="checkbox"/> Jennifer Peters	07/18/2012	In Progress		1.09
6	<input checked="" type="checkbox"/> Jennifer Peters	07/23/2012	In Progress		1.0
<b>Overall Score: 2.37</b>					

Domain 1: Planning and Preparation	Unsatisfactory	Basic	Proficient	Distinguished
1a: Demonstrating knowledge of content and pedagogy	3 6		1 2 4 5	
1b: Demonstrating knowledge of students	3 5 6	4		1 2
1c: Setting instructional outcomes	3 5 6	1	2 4	
1d: Demonstrating knowledge of resources	3 4 5 6		1 2	
1e: Designing coherent instruction Use of appropriate of data	2 3 4 5 6		1	
1f: Designing student assessment	3 4 5 6		1 2	
Domain 2: The Classroom Environment	Unsatisfactory	Basic	Proficient	Distinguished
2a: Creating an environment of respect and rapport	4 5 6	1 2	3	
2b: Establishing a culture for learning	3 4 5 6		1 2	
2c: Managing classroom procedures	3 4 5 6	2	1	
2d: Managing student behavior	3 4 5 6	1	2	
2e: Organizing physical space	3 4 5 6		2	1
Domain 3: Instruction	Unsatisfactory	Basic	Proficient	Distinguished
3a: Communicating with students	3 4 5 6	2	1	
3b: Using questioning and discussion techniques	3 4 5 6	1	2	
3c: Engaging students in learning	3 4 5 6		1 2	
3d: Using Assessment in Instruction	3 4 5 6	1	2	
3e: Demonstrating flexibility and responsiveness	3 4 5 6	2		1
Domain 4: Professional Responsibilities	Unsatisfactory	Basic	Proficient	Distinguished

# Expectations of Pilot Districts

- Identify key leaders as USOE

# Expectations of Non-Pilot Districts

- Examine and align employee evaluation policies
- Continue using current system while making decisions and adjustments to new system
- Include parent/student/teacher input to current system if not present

# Educator Evaluation Timeline

Project Element	School Year
District committee meet to review current evaluation system and compare with rule	Sept. 2011
Pilot for observation/interview tools	2012-2013
Establish reliability for pilot tools and all district pilot updated systems	2013-2014
Pilot for student growth model	2013-2014
All districts implement updated/aligned evaluation system including student growth	2014-2015

# Legislative Support

- SB 64 provided framework for statewide system
- HB149 supports stakeholder input by providing funds to pilot online survey
- HB115 promotes and funds a pilot to provide peer assistance for new and veteran teachers