

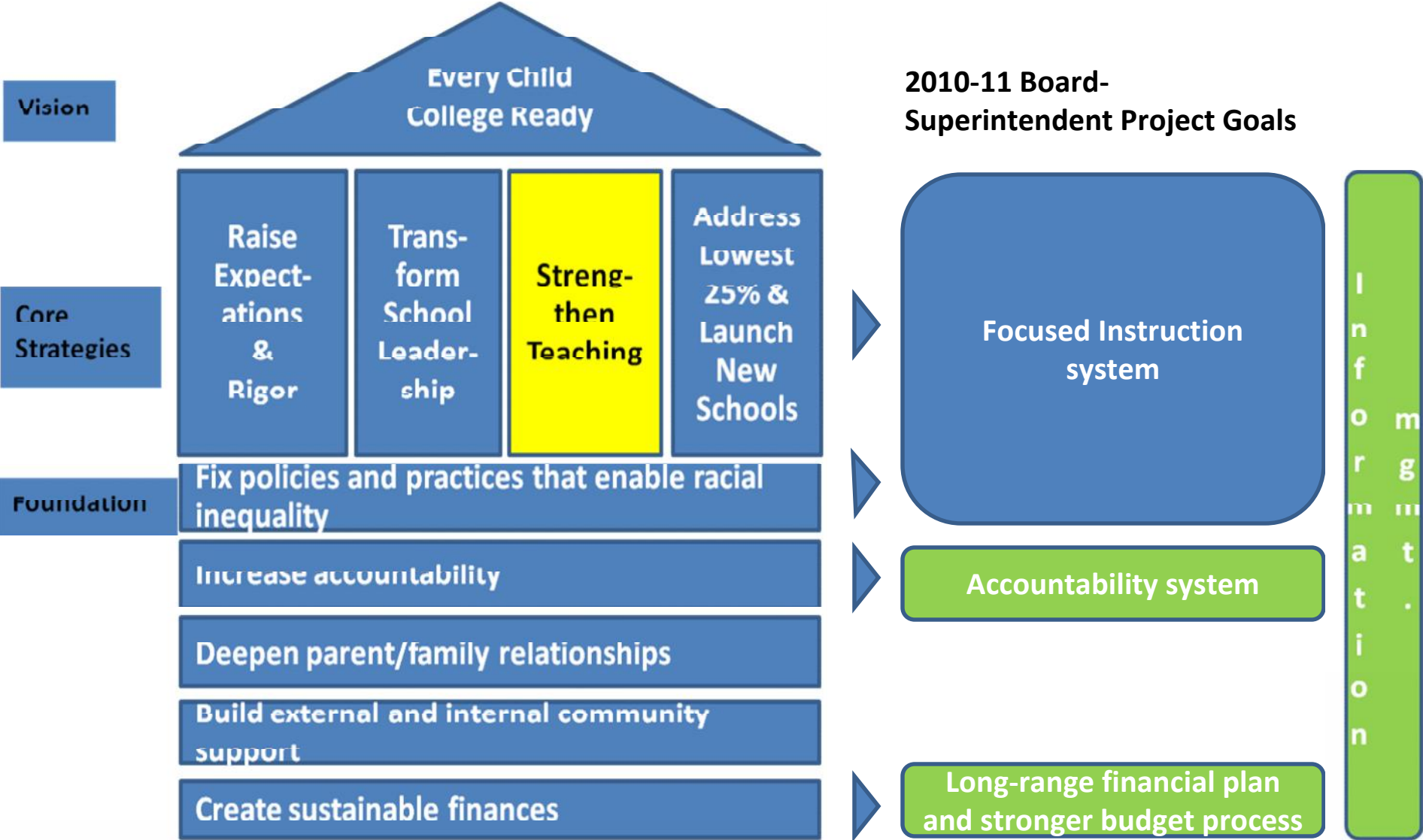


MINNEAPOLIS
PUBLIC SCHOOLS
Urban Education. Global Citizens.

Teacher Evaluation Update

August , 2011

District Strategic Plan



Outcomes

We expect that an effective teacher evaluation system will:

- Help teachers reflect on and improve their practice by providing valuable feedback
- Increase the effectiveness of administrators as instructional leaders
- Treat teachers as professionals
- Increase student achievement
- Enhance alignment across the district

A fair and credible evaluation system should follow certain key design standards.

1. Clear Expectations

Evaluations should be based on clear standards of instructional excellence that prioritize student learning.

2. Multiple Measures

Evaluations should consider multiple measures of performance, primarily the teacher's impact on student growth.

3. Multiple Ratings

Evaluations should employ four to five rating levels to describe differences in effectiveness.

4. Regular feedback

Evaluations should encourage frequent observations and teacher growth and development.

5. Annual Process

All teachers should be evaluated annually.

A teacher evaluation system should include measures of both teacher competencies and student learning

Measures of Teacher Competencies

- The extent to which a teacher executes a set of core competencies, through observations of teacher and student actions and through document reviews.
- In addition to instructional practice, these competencies may also include professionalism and contributions to the school community.

Measures of Student Learning

- Student learning can be measured in multiple ways:
 - Student growth as indicated by a growth model, where available, or a review of student progress;
 - Student mastery of rigorous academic goals and standards, based upon a variety of summative assessments.

Process Elements: Guiding Design Principles / Assumptions

- **Evaluation and development go hand in hand:** The evaluation process should enable individualized development for teachers that is aligned to student learning goals and tied to evaluation results.
- **Clear expectations:** Teacher evaluation and development must be built around a clear framework of expectations, focused on an evidence-based assessment of student learning and teacher competencies.
- **Single primary evaluator:** Each teacher should have a single primary evaluator who is ultimately responsible for the quality of all evaluations and development opportunities, although various individuals may be involved in both evaluation (including observations) and development.
- **Regular check-ins:** The evaluation cycle should be grounded in regular, substantive conversations between teacher and evaluator that act as the cornerstone of the evaluation and development processes.
- **Observation and evaluation are related, but different:** All teachers should be evaluated annually, which includes both development-oriented feedback (including student learning outcomes), and summative performance ratings. Teachers will be observed with varying degrees of frequency throughout the year, depending on their performance level and individual needs.

Teacher Evaluation Planning Process

Engaging key stakeholders

- MFT
- Principals Forum
- Internal Departments
- Think Tank

Partnering with national experts and researching national best practices

- The New Teacher Project
- Duffy Miller and Associates
- Value Added Research Center (VARC)

Piloting the SOEI and observation process

- SIG Schools
- Spring 2011 Pilot

Teacher Evaluation – Progress to Date

- Updated the Standards of Effective Instruction (SOEI)
- Piloted the updated SOEI in numerous schools this year
 - Non-TAP SIG Schools utilized this rubric to complete three formal observations for all teachers in 2010-2011
 - Three schools piloted the SOEI training and formal observation process this spring
- Will use feedback from these pilots to revise the rubric, training and tools for 2011-2012

“This process forces you to think about what you are doing and why.”

- Observed teacher in pilot school

“The feedback that I got was very good and immediately I started using it the next day.”

- Observed teacher in pilot school

“ This helps me become a better teacher.”

- Observed teacher in pilot school

What about the new K-12 Education Bill?

- We are carefully reviewing the new state requirement for a teacher evaluation process.
- The state requires us to have a system in place by 2014-2015 or they will impose a system
- Our goal is to develop our own system together rather than use whatever system the state develops.
- Fortunately, we have already begun and feel optimistic we can meet this goal.

Teacher Evaluation Rollout

Formal Observations

What will Formal observations include?

- Pre-Conference
- Full lesson observation
- Post-Conference

When will formal observations start?

- January 2012

Who will be formally observed in SY 2011-2012?

- Core Content Teachers
- ELL Teachers
- SERTS

How many formal observations are expected in 2011-2012?

- One

*All SIG school and probationary teachers are required to have 3 formals

Who conducts the observations in 2011-2012?

Formal Observations:

- Administrators
- District Instructional Team Leaders (ITLs)
- PAR Mentors

Anyone conducting a FORMAL observation must be certified in the SOEI training.

Informal Observations:

- Administrators
- District support staff (TBD)
- PAR Mentors
- CFC Coaches
- Math Specialists
- Peer Teachers

What support will be available?

Staffing:

- Instructional Team Leaders
- 8 additional PAR Mentors
- Building reserves

We are also exploring how to support schools that have numerous core content teachers and only one administrator

Professional Development for Teachers:

- All District PD will align with the SOEI
- PLCs and school-based PD should align with SOEI
- PD around Focused Instruction

Professional Development for Principals:

- Principal PD and PLCs will center around this work

What support will be available?

Additional support:

- Webpage on the Staff Portal that will provide information, updates and best practice resources
- Formal observation training for teachers in Fall 2011

What can we expect from this process?

- This will be a dynamic process. We will listen to what is and is not working, continue to collect feedback and data throughout the rollout and make improvements as needed.
- There are and will continue to be unanswered questions and ambiguity.
- We will work diligently to solve problems and to address concerns as quickly as possible.

How can we get involved and provide input?

This fall, there will be:

- Focus groups and listening sessions
- Feedback sessions on current model
- Feedback opportunities for any teacher that is formally observed (probationary and SIG teachers)

Information about these opportunities will be available in early September

An Integrated Approach

Our goal is to integrate the School Improvement Plan, the PAR Continuum (specifically PDP), Focused Instruction, Professional Learning Communities and the teacher evaluation process.

As a small group, please discuss the following questions:

1. What do you anticipate as barriers to an integrated approach?
2. What are some strategies for overcoming these barriers?