
GUIDE FOR TEACHER EVALUATION PILOT 2011 – 2012

USD 259 Wichita Public Schools



Revised July 2011

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History of the Evaluation Process

With the agreement between UTW and the Board of Education at the conclusion of negotiations for the 2008-2009 Teacher Employment Agreement, a Memo of Understanding was written, which directed the appointment of a committee made up of United Teachers of Wichita (UTW) and administration to develop a teacher evaluation tool based upon Charlotte Danielson's model. A committee of fourteen (14) district employees was established to consider different adaptations of Danielson's model. The committee established a concept statement and defined criteria to be used to develop a model for Wichita Public Schools (WPS) and outlines the tasks and the criteria to be used for the Wichita Model.

Concept Statement

Our task is twofold: first, to develop and recommend an evaluation tool for teachers* that consistently and accurately assesses the quality of a teacher's performance in a manner that encourages significant professional growth, and second, to ensure this consistency and accuracy by providing adequate training in the evaluation process and insisting on high levels of accountability for all stakeholders.

Specifically, this evaluation tool will:

- Improve/support quality instruction as defined by the Danielson model,
- Efficiently and effectively document performance,
- Establish trust through open, honest, and meaningful communication,
- Encourage self-reflection,
- Provide adequate resources, and
- Be easily adapted to different job descriptions,

So that as a district, we strengthen professional compliance with state statute, improve quality instruction for students, strengthen teaching as a profession, and celebrate student achievement and learning.

*Teachers shall refer to all positions covered under the Teachers Employment Agreement (TEA).

Kansas Statute 72-9003

Policy of Personnel Evaluation

- “Every employee* in the first two consecutive school years of employment shall be evaluated at least one time per semester by not later than the 60th school day of the semester.”

- “During the third and fourth years of employment, every employee shall be evaluated at least one time each school year by not later than February 15. After the fourth year of employment, every employee shall be evaluated at least once in every three years not later than February 15 of the school year in which the employee is evaluated.”

*Employee is defined as all licensed employees of school district and of nonpublic schools and all instructional and administrative employees of area vocations-technical schools.

Probationary Teacher

A probationary teacher is defined as:

- One who is within their first three consecutive years of teaching in Wichita Public Schools; or
- Has achieved tenure in another Kansas school district and is within their first two years of teaching in Wichita Public Schools.

Tenure Teacher

A tenure teacher is defined as:

- One who has completed three consecutive years of teaching in Wichita Public Schools and was offered and accepted a contract for the fourth year of teaching; or
- Has achieved tenure in another Kansas School district, completed two consecutive years of teaching in Wichita Public Schools and officer and accepted a contract for a third year of teaching.
- Teachers who have achieved tenure status in USD259 and have been rehired.

Enhancing Professional Practice

A Framework for Teaching, 2nd Edition

By: Charlotte Danielson

Charlotte Danielson's work, Enhancing Professional Practice: A Framework for Teaching, 2nd Edition, is the conceptual basis of the Wichita Public Schools Evaluation System. This framework:

- Maximizes student learning and clarifies professional responsibilities;
- Provides common language for professional conversation;
- Provides clear expectations;
- Parallels district improvement initiatives based on research;
- Contains four (4) Domains with specific components each of which consists of multiple elements, organizes teacher assessment, self-assessments, and reflection with rubrics that define degrees of proficiency.

***Components of Professional Practice**

Danielson's 4 Domains

1. Planning and Preparation

2. The Classroom Environment

3. Instruction/Delivery of Service

4. Professional Responsibilities

**Source: Danielson, C (1996). Enhancing professional practice: A framework for teaching. Alexandria, VA: Association for Supervision and Curriculum Development.*

Domain 1: Planning and Preparation

Domain 1 (Planning and Preparation) includes comprehensive understanding of the content to be taught, knowledge of the students' backgrounds, and designing instruction and assessment. Its components are:

- 1a. Demonstrating knowledge of content and pedagogy
- 1b. Demonstrating knowledge of students
- 1c. Selecting instructional goals
- 1d. Demonstrating knowledge of resources
- 1e. Designing coherent instruction
- 1f. Assessing student learning

Sample Sources of Information: Domain 1:

- Sample lessons plans and/or sample unit plans
- Goals for the unit
- Interest surveys
- Learning style or Multiple Intelligence Survey
- Parent surveys
- Examples of resources being used for the unit/lesson
- Description of activities to be used and alignment to instruction
- Description of strategies to be used to construct classroom environment
- Description of strategies to be used to instruct students with diverse needs
- Formative and summative assessments to be used
- Results of using classroom, school wide, or district assessments
- Disaggregating results of student performance on formative or classroom assessments
- Results of curricula-based assessments

Domain 2: The Classroom Environment

Domain 2 (The Classroom Environment) addresses the teacher's skill in establishing an environment conducive to learning, including both the physical and interpersonal aspects of the environment. Its components are:

- 2a. Creating an environment of respect and rapport
- 2b. Establishing a culture for learning
- 2c. Managing classroom procedures
- 2d. Managing student behavior
- 2e. Organizing physical space

Sample Sources of Information: Domain 2

- Copies of documents used to establish management procedures
- Diagrams/photos/videos of classroom
- Expectations for keeping students safe
- Documents indicating expectations and consequences for behavior
- Documents sent home to parents about expectations or procedures
- Seating charts
- Class schedules
- Data on Office Referrals
- Data on Behavioral Interventions Plans
- Student Climate Survey Results

Domain 3: Instruction

Domain 3 (Instruction) is concerned with the teacher's skill in engaging students in learning the content, and includes the wide range of instructional strategies that enable students to learn. Its components are:

- 3a. Communicating clearly and accurately
- 3b. Using questioning and discussion techniques
- 3c. Engaging students in learning
- 3d. Providing feedback to students
- 3e. Demonstrating flexibility and responsiveness

Sample Sources of Information: Domain 3

- Examples of materials used during instruction
- Examples of student work
- Examples of written feedback provided to students during instruction
- Copies of assessments used during the instructional period
- Scoring guides used to assess student work
- Examples of homework assignments
- Video and audio of small and large group instruction
- Photographs of student-generated work
- Disaggregating results of student performance on classroom, formative, or summative assessments
- Results of curricula-based assessments
- Examples of high quality teacher questions

Domain 4: Professional Responsibilities

Domain 4 (Professional Responsibilities) addresses a teacher's additional professional responsibilities, including self-assessment and reflection, communication with parents, participating in ongoing professional development, and contributing to the school and district environment. Its components are:

- 4a. Reflecting on teaching
- 4b. Maintaining accurate records
- 4c. Communicating with families
- 4d. Contributing to the school and district
- 4e. Growing and developing professionally
- 4f. Showing professionalism

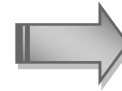
Sample Sources of Information: Domain 4

- Interviews, reflection forms
- Attendance records, field trip logs
- Phone logs, letters to parents, back to school night handouts, parent survey
- Logs of communication with families
- Documents sent home to families
- Samples of e-mail communication
- Website that provides information about the classroom or homework
- Documents that demonstrate that parents are encouraged to actively assist their child's education
- Logs of Professional Activities, goals for improvement of practice
- Copies of conference programs attended or at which presented

**Teacher Evaluation System
Implementation Plan**

Year 1: 2009-2010	
What	Who
Modified Peer Consultant forms and process	Volunteer schools with voluntary teachers
Professional Growth Plan (PGP)	Volunteer schools with voluntary teachers
Pilot full evaluation system	Volunteer schools with voluntary teachers

Year 2: 2010-2011	
What	Who
Modified Peer Consultant process & self-assessment	All new teachers to the district
Professional Growth Plan (PGP) & self-assessment	All employees
Pilot full evaluation system	All probationary teachers



Year 3: 2011-2012	
What	Who
Modified Peer Consultant forms & self assessment	All new teachers to the district
Professional Growth Plan (PGP) & self-assessment	All employees
Pilot full evaluation system	All probationary teachers plus tenured teachers Year 4



Year 4: 2012-2013	
What	Who
Modified Peer Consultant forms and process	All new teachers to the district
Professional Growth Plan (PGP) & self-assessment	All employees
Pilot full evaluation system	All probationary teachers, plus up to 33% of tenured teachers
Formative Assessment	Year 3 Pilot Tenured Teachers



Year 5: 2013-2014	
What	Who
Modified Peer Consultant forms and process	All new teachers to the district
Professional Growth Plan (PGP) & self-assessment	All employees
Pilot full evaluation system	All probationary teachers, plus up to 33% of tenured teachers
Formative Assessment	Years 3 and 4 Pilot Tenured Teachers



Year 6: 2014-2015	
What	Who
Modified Peer Consultant forms and process	All new teachers to the district
Professional Growth Plan (PGP) & self-assessment	All employees
Pilot full evaluation system	All probationary teachers, plus up to 34% of tenured teachers
Formative Assessment	Years 4 and 5 Pilot Tenured Teachers



Implementation Plan

Year 1 Participants – 2009-2010

- During the first year, volunteer pilot schools will encourage a sample of voluntary teachers to participate in this Teacher Evaluation Pilot Program. If the volunteer teacher is new to the district, the modified peer consultant process would be utilized.
- For this year only, the pilot evaluation document will remain in the building/principal file.

Year 2 Participants – 2010-2011

- All new teachers to the district who are not assigned a peer consultant will utilize the modified peer consultant process.
- All probationary teachers in their 2nd and/or 3rd year in the district will participate in the full evaluation system.
- All employees will complete the Professional Growth Plan based on Danielson's Framework for Teaching and the self assessment component (pre-post).
- The teacher evaluation document will be placed in the employees' official personnel file in Human Resources.

Year 3 Participants – 2011-2012

- All new teachers to the district who are not assigned a peer consultant will utilize the modified peer consultant process.
- Tenured staff Year 4 (first year of tenure status) from each building plus those teachers new to the district in 2009-2010, 2010-2011.
- All employees will complete the Professional Growth Plan based on Danielson's Framework for Teaching and the self assessment component (pre-post).
- The teacher evaluation document will be placed in the employees' official personnel file in Human Resources.

Year 4 Participants – 2012-2013

- All new teachers to the district who are not assigned a peer consultant will utilize the modified peer consultant process.
- Tenured teachers who participated in Year 3 pilot (excluding probationary teachers) will move to the Formative Assessment.
- Random selection of approximately 33% of tenured staff from each building plus those teachers new to the district in 2009-2010, 2010-2011, 2011-2012 will participate in the full evaluation system.
- All employees will complete the Professional Growth Plan based on Danielson's Framework for Teaching and the self assessment component (pre-post).
- The teacher evaluation document will be placed in the employees' official personnel file in Human Resources.

Year 5 Participants – 2013-2014

- All new teachers to the district who are not assigned a peer consultant will utilize the modified peer consultant process.
- Tenured teachers who participated in Year 4 will move to the Formative Assessment.
- Random selection of approximately 33% of tenured staff from each building plus those teachers new to the district in 2010-2011, 2011-2012, and 2012-2013 will participate in the full evaluation system.
- All employees will complete the Professional Growth Plan based on Danielson's Framework for Teaching and the self assessment component (pre-post).
- The teacher evaluation document will be placed in the employees' official personnel file in Human Resources.

Year 6 Participants – 2014-2015

- All teachers who have not previously participated in the pilot from each building plus those teachers new to the district in 2011-2012, 2012-2013, and 2013-2014 will participate in the full evaluation system.

III. Professional Development Plan

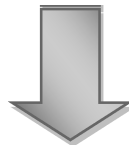
Teacher Evaluation System

Professional Development Plan

Year 1: 2009-2010	
What	Who
Overview of Teacher Evaluation Model	Building Principals
Danielson's book: <i>Enhancing Professional Practice: A Framework for Teaching, 2nd Edition</i>	Ordered copies for school libraries and UTW library
Receive Danielson and McGreal's book, <i>Teacher Evaluation: Tools to enhance Professional Practice</i>	Ordered copies for school libraries and UTW library
Intense, Specialized Professional Development on the Model	Volunteer Administrators and Teachers



Year 2: 2010-2011	
What	Who
Professional Development on the following components of the Model: Goal Setting, Self-Reflection, and Professional Growth	All Teachers and Building Administrators (Teacher Report Week)
Overview of Teacher Evaluation Model as a part of New Staff Orientation Overview of Teacher Evaluation	All New Teachers to the District All Administrators and Teachers
Intense, Specialized Professional Development on the Model	Building Administrators and Probationary Teachers



Years 3, 4, 5, and 6: 2011-2015	
What	Who
Differentiated Professional Development based on the "phase in" of the model within each building	All Teachers and Building Administrators
Overview of Teacher Evaluation Model as a part of New Staff Orientation	All New Teachers to the District
Intense, Specialized Professional Development on the Model	Building administrators, probationary teachers, and identified tenured staff.



Professional Development Plan Year 1

- Building Principals will receive an overview of the teacher evaluation model.
- Volunteer teachers and administrators will receive an overview of the teacher evaluation model, which will include forms, procedures, timeline, and self-evaluation form. This information will also be posted on the Portal.
- Copies of Enhancing Professional Practice: A Framework For Teaching, 2nd Edition, by Charlotte Danielson will be ordered for school libraries and UTW library.
- Copies of Teacher Evaluation: To Enhance Professional Practice by Charlotte Danielson and Thomas L. McGreal will be ordered for school libraries and UTW library.
- Intense and specialized training for volunteered leadership and staff (It should be noted that staff receive the same intense support as administration). (Emphasis has been placed on the importance of administration and staff participating in these sessions together.)

Professional Development Plan Years 2-6

Year 2

- All teachers and administrators will receive professional development which will include goal setting, self reflection and professional growth components of the teacher evaluation model.
- New teachers to the district will receive an overview as a component of New Teacher Orientation.
- Intense and specialized training for building administrators and teacher participants.

Year 3, 4, 5, and 6

- All teachers and administrators will receive professional development which will vary by the “phase-in” of staff within each building.
- New teachers to the district will receive an overview as a component of New Teacher Orientation.

**PROBATIONARY TEACHER – YEAR 1
NEW TO THE DISTRICT
Without a Peer Consultant**

- The teacher will complete and submit to their principal the *Teacher Self Assessment Evaluation* Summative form (T1) along with the *Professional Growth Plan (PGP)* (T2) per date established by district administration (traditionally this date has been September 30).
- The principal will make at least 2 formal classroom observations. A formal observation is defined as at least 30 minutes in length.
 - The first observation will be announced and the second observation will be unannounced.
 - At least 24 hours prior to the scheduled announced observation, the teacher will submit to the principal the Pre-Observation Form (T3).
 - The principal will utilize Form (A1) *Classroom Observation Record* during the formal observation.
 - The teacher is required to complete and submit *Observation Reflection Form* (T4) no later than each Post-Observation Conference.
 - The first observation must be conducted prior to the 60th school day of the first semester. The *New Teacher Mid-Term Report* (T5) must be completed by the teacher prior to the Post Observation Conference. The *Principal's New Teacher Mid-Term Report* (A2) must be completed by the principal. Both reports will be discussed at the Post Observation Conference.
 - The Post-Observation Conference will be held no later than one week after the formal observation.
 - The second observation is unannounced and must be conducted prior to the 60th day of the second semester.

- The *Pre-Observation Form* (T3) is not required for the second observation as this observation is unannounced. However the *Observation Reflection Form* (T4) is due no later than the Post-Observation Conference.
 - The Post-Observation Conference will be held no later than one week after the formal observation.
 - The *New Teacher Final Report* (T6) must be completed by the teacher prior to the Post Observation Conference. This report along with the completed Teacher Self Assessment Evaluation form (T1) will be discussed at the Post Observation Conference.
 - The *Principal's New Teacher Final Report* (A3) must be completed by the principal and will be discussed at the Post Observation Conference.
- A copy of the Principal's New Teacher Final Report will be sent to HR prior to April 1 of each year. (Optional: Teacher may request to submit their self assessment along with the Principal's final report.

PROBATIONARY TEACHER – YEAR 2 - 3

- The teacher will complete and submit to their principal the *Teacher Self Assessment Evaluation* Summative form (T1) along with the *Professional Growth Plan (PGP)* (T2) per date established by district administration (traditionally this date has been September 30).
- The principal will make at least 2 formal classroom observations. A formal observation is defined as at least 30 minutes in length.
 - The first observation will be announced and the second observation will be unannounced.
 - At least 24 hours prior to the scheduled observation, the teacher will submit to the principal the Pre-Observation Form (T3).
 - The principal will utilize Form (A1) *Classroom Observation Record* during the formal observation.
 - The teacher is required to complete and submit *Observation Reflection Form* (T4) no later than each Post-Observation Conference.
 - The Post-Observation Conference will be held no later than one week after the formal observation.
 - The second observation is unannounced and must be conducted prior to the 60th day of the second semester.
 - The *Pre-Observation Form* (T3) is not required for the second observation as this observation is unannounced. However the *Observation Reflection Form* (T4) is due no later than the Post-Observation Conference.
 - The Post-Observation Conference will be held no later than one week after the formal observation.
 - The teacher will complete and bring the *Observation Reflection Form* (T4) to the Post Observation Conference.

- At the Summative Evaluation Conference, the *Supervisor's Summative Assessment of Employee* (Form A4), which covers all Domains, is discussed with the teacher. The teacher will bring the *Teacher Self Assessment Evaluation* (T1) form to this conference.
- The Summative Assessment of Employee form is submitted to HR prior to April 1 for Year 2 Teachers, and by February 15 for Year 3 Teachers.
- The Teacher has the option to submit the *Teacher Self Assessment Evaluation* form along with the *Supervisor's Summative Assessment*.
- During this evaluation process, it is the option of the Teacher to use forms T7, T8, T9, T10, and/or T11.

Tenured Teacher

- Each year, the teacher will complete and submit to their principal the *Teacher Self Assessment Evaluation* form (either Summative or Formative dependent upon their evaluation schedule) (T1) along with the *Professional Growth Plan (PGP)* (T2) per date established by district administration (traditionally this date has been September 30).
- The principal will make at least one (1) formal announced classroom observation in year 4 (first year of tenure status). A formal observation is defined as at least 30 minutes in length.
- Thereafter, the principal will make at least 1 formal announced classroom observation every third year. A formal observation is defined as at least 30 minutes in length.
 - At least 24 hours prior to the scheduled observation, the teacher will submit to the principal the *Pre-Observation Form* (T3).
 - The principal will utilize Form (A1) *Classroom Observation Record* during the formal observation.
 - The teacher is required to complete and submit *Observation Reflection Form* (T4) no later than each Post-Observation Conference.
 - The Post-Observation Conference will be held no later than one week after the formal observation.
 - At the Formal Observation Conference, the teacher will complete and bring to this conference the *Observation Reflection Form* (T4) along with the *Teacher Self Assessment Evaluation* (T1) form.
 - A *Supervisor's Summative Assessment of Employee* (Form A4) for is due covering all Domains and is submitted to HR prior to February 15.

- The Teacher has the option to submit the *Teacher Self Assessment Evaluation* form along with the *Supervisor's Summative Assessment*.
- During this evaluation process, it is the option of the Teacher to use forms T7, T8, T9, T10, and/or T11.
- If the tenured teacher is not within the Summative Evaluation year, the year is considered a Formative Year. During these two years, the teacher will complete and submit to their principal the *Teacher Self Assessment Evaluation* form - Formative (T1) along with the *Professional Growth Plan (PGP)* (T2) per date established by district administration (traditionally this date has been September 30).
- Additionally, the teacher and principal will meet prior to April 1, to discuss the completed Teacher Evaluation - Self-Assessment form (T1) results.

Summative Evaluation Ratings

➤ **Distinguished**

Evidence of high levels of knowledge, implementation and integration of performance standards along with evidence of leadership initiative and willingness to model and serve as a mentor for colleagues.

➤ **Proficient**

Evidence of increased knowledge, implementation and integration of performance standards. Evidence of a clear proficiency and skill in the performance area.

➤ **Basic**

Evidence of basic knowledge and implementation of performance standards. Integration of performance standards are not evident. Teacher is making progress towards proficiency.

➤ **Unsatisfactory**

Little or no knowledge and minimal implementation of performance standards. Does not meet minimal performance standards and needs substantial improvement.