



"Create Your Tomorrow"

Evaluation and Support Plan 2019-2020

Proposed Changes

Rationale

The modifications stemmed from the desire to provide more opportunities for professional dialogue including feedback from administration aligned to the CCT Rubric. Our district administration has partnered with Revision Learning to hone their craft in providing meaningful, actionable feedback to improve instruction and enhance student learning.

In a concerted effort to align with our district's Strategic Coherence Plan, PDEC has also worked with ReVision Learning to develop an evaluation plan that provides ample opportunities for targeted feedback leading to professional growth and better outcomes for our students.

Significant Changes

1. Teacher Performance and Practice:

- a. Eight Reflective Reviews between evaluator/evaluatee (provides more opportunities for observations, collegial conversations, and artifact reviews, which in turn leads to more opportunities for feedback to improve instruction)
- b. Primary focus for Reflective Reviews will be on at least two indicators from Domain 3 of the CCT Rubric, one chosen by the district and one chosen by the educator

2. Student Learning Objectives (SLOs) - ratings are more clearly defined

3. Inclusion of the revised dispute resolution process (pp. 34-43), providing a more focused and formal set of protocols

Teacher Performance and Practice

“Reflective Reviews” will fall under three categories:

| | |
|-------------------------------|---|
| Observation | <ul style="list-style-type: none">● Viewing performance and practice in and out of the classroom● Comprehensive and targeted analysis of performance and practice● Evaluator Feedback |
| Artifact Review | <ul style="list-style-type: none">● Review of products and deliverables that represent essential performance and practice● Evaluator Feedback |
| Collegial Conversation | <ul style="list-style-type: none">● Engaging in collegial dialogue aligned to indicators of performance and practice● Evaluator Feedback |

Reflective Review Examples

| Observations (beyond informal/formal) | Artifacts Review | Collegial Conversations |
|--|---|--|
| <ul style="list-style-type: none">● Observations of team meetings● Observations of case reviews● Observations of coaching/mentoring other educators● Collaboration with colleagues● Consultations with parents● Other facilitated meetings (504/PPT's)● Professional development presentations● Collaborative curriculum writing sessions● Planning meetings● Data team meetings● SRBI meetings● Professional Learning Community meetings | <ul style="list-style-type: none">● Lesson/unit plan● Student assessments● Student work● Student data● Call logs or notes from parent-teacher meetings● Attendance records from professional learning or school-based activities/events along with a teacher's reflection on his/her implementation of the new learning● Teacher Reflection from Reflective Review(s) <p>*To enhance discourse, only 1 or 2 of the above examples should be the focus of any given Artifacts Review</p> | <ul style="list-style-type: none">● Goal Setting Meetings● Self-reflection conversations● Mid-Year Meetings● End of Year Meetings |

Overview, including Reflective Reviews

Non-Tenured Teacher Observation Cycle:

Below is a minimum requirement

| Teacher Category | Description of Observation Cycle |
|--|--|
| First & Second Year Novice Teachers 3rd and 4th Years Teacher with Developing or Below Standard Summative Ratings | <ul style="list-style-type: none">➤ 3 formal in-class observations, each with a pre and post conference (up to 45 minutes in length) |
| Third and Fourth Year Novice Teachers and teachers in the two years prior to achieving tenure at Brookfield who have Proficient or Exemplary Summative Ratings | <ul style="list-style-type: none">➤ 2 formal in-class observations, each with a pre and post conference (up to 45 minutes in length)➤ 1 Reflective Review addressing one of the three modalities (observation, artifact review, collegial conversation) |

Reflective Review Timeline for Non-Tenured Educators

| Action | Person Responsible | Documents | Timeline |
|--|------------------------|---|-----------------|
| Orientation to Teacher Evaluation Process | Administration | Evaluation Plan | By September 15 |
| Reflective Review: Collaborative Goal Setting Conference | Evaluator/ Educator | Goal Setting Forms & Feedback from Informal Observations | By October 30 |
| ** Reflective Review: Formal Observation (at least 30 minutes) with a Pre-Conference and Post-Conference | Evaluator/ Educator | Pre-Conference Form Post-Conference Form (Ed Reflect) | By October 30 |
| Reflective Review: Formal Observation (at least 30 minutes) with a Pre-Conference and Post-Conference | Evaluator/ Educator | Pre-Conference Form Post-Conference Form (Ed Reflect) | By January 31 |
| Reflective Review: Mid-Year Conference | Evaluator/ Educator | Mid-Year Conference Form Evidence of Student Achievement | By February 15 |

Reflective Review Timeline for Non-Tenured Educators (cont'd)

| Action | Person Responsible | Documents | Timeline |
|---|------------------------|---|-----------------------|
| *Reflective Review: Opportunity to review performance and practice in at least one of the three modalities. | Evaluator/ Educator | Reflective Review Form (Ed Reflect) | By March 30 |
| Reflective Review: Formal Observation (at least 30 minutes) with a Pre-Conference and Post-Conference. | Evaluator/ Educator | Pre-Conference Form (Ed Reflect) Post-Conference Form (Ed Reflect) | By May 15 |
| Self-Assessment | Educator | CCT Rubric | By June 1 |
| Reflective Review: End-of-Year Conference. | Evaluator/ Educator | End-of-Year Conference Form Educator Evidence (Ed Reflect) | By June 10 |
| Preparation and Submission of Summative Evaluation | Evaluator | Summative Evaluation Form | By Last Day of School |

*For teachers in the 3rd and 4th year of the Non-Tenured Cycle

**For teachers in the 1st and 2nd year of the Non-Tenured Cycle

Tenured Teacher Observation Cycle:

Below is a minimum requirement

| Teacher Category | Description of Observation Cycle |
|------------------|---|
| Tenured Teachers | ➤ 8 Reflective Reviews (including the Goals Setting Conference, Midyear Review, and End-of-Year Meeting) each addressing one of the three modalities (observation, artifact review, collegial conversation) |

Reflective Review Timeline for Tenured Educators

| Action | Person Responsible | Documents | Timeline |
|--|------------------------|--|-----------------|
| Orientation to Teacher Evaluation Process | Administration | Evaluation Plan | By September 15 |
| Reflective Review: Opportunity to review performance and practice in at least one of the three modalities. | Evaluator/ Educator | Reflective Review Form (Ed Reflect) | By September 30 |
| Reflective Review: Collaborative Goal Setting Conference | Evaluator/ Educator | Goal Setting Forms & Feedback from Informal Observations | By October 31 |
| Reflective Review: Opportunity to review performance and practice in at least one of the three modalities. | Evaluator/ Educator | Reflective Review Form (Ed Reflect) | By November 30 |
| Reflective Review: Opportunity to review performance and practice in at least one of the three modalities. | Evaluator/ Educator | Reflective Review Form (Ed Reflect) | By January 31 |
| Reflective Review: Mid-Year Conference | Evaluator/ Educator | Mid-Year Conference Form Evidence of Student Achievement | By February 15 |

Reflective Review Timeline for Tenured Educators (cont'd)

| Action | Person Responsible | Documents | Timeline |
|--|------------------------|---|-----------------------|
| Reflective Review: Opportunity to review performance and practice in at least one of the three modalities. | Evaluator/ Educator | Reflective Review Form (Ed Reflect) | By March 31 |
| Reflective Review: Opportunity to review performance and practice in at least one of the three modalities. | Evaluator/ Educator | Reflective Review Form (Ed Reflect) | By May 31 |
| Self-Assessment | Educator | CCT Rubric | By June 1 |
| Reflective Review: End-of-Year Conference. | Evaluator/ Educator | End-of-Year Conference Form Educator Evidence (Ed Reflect) | By June 10 |
| Preparation and Submission of Summative Evaluation | Evaluator | Summative Evaluation Form | By Last Day of School |

Student Learning Objectives (SLOs) Ratings

| | |
|------------------------------|--|
| Exceeded (4) | At least 90% of the targeted percentage of students in the set IAGD met or exceeded their goal. |
| Met (3) | 70 - 89% of the targeted percentage of students in the set IAGD met or exceeded their goal. |
| Partially Met (2) | 60 - 69% of the targeted percentage of students in the set IAGD met or exceeded their goal. |
| Did Not Meet (1) | Less than 60% of the targeted percentage of students in the set IAGD met or exceeded their goal. |

Dispute Resolution Process

- If the evaluator and evaluatee cannot reach mutual agreement, the evaluatee has 5 days to complete the Dispute Resolution form.
- Then a committee of three shall be formed by the PDEC Chair which consists of the one person selected by the superintendent, one by the BEA President, and one neutral member of PDEC.
- The panel meets within 5 days to informally resolve the issue with the two parties.
- If it cannot be informally resolved then a formal hearing is conducted within 5 days of the previous meeting. Each committee member then submits their written explanation with their resolution.

Next Steps

1. Teacher Evaluation Plan will be submitted to the State Department of Education
2. The PDEC Committee will meet and formulate plans for roll out and professional development for all administrators and teachers.