

Educator Evaluation

# THE PRINCIPAL'S ROLE

IN IMPROVING INSTRUCTIONAL EFFECTIVENESS

Website: <http://leadsumm14.weebly.com>

Breakout Registration: <http://2leadsumm14.sched.org>



#leadsumm14



# Leading Coherent Systems of Student Improvement

A Facilitated Conversation

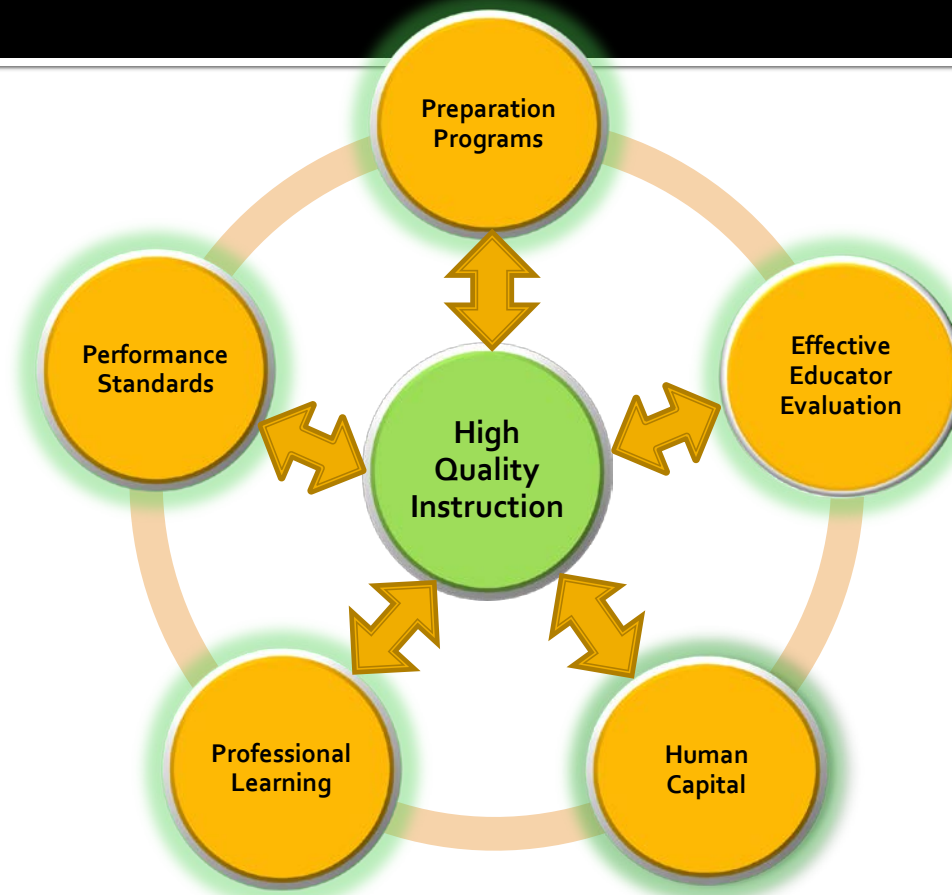
by

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Utah State Office of Education



# Utah Educator Effectiveness Project



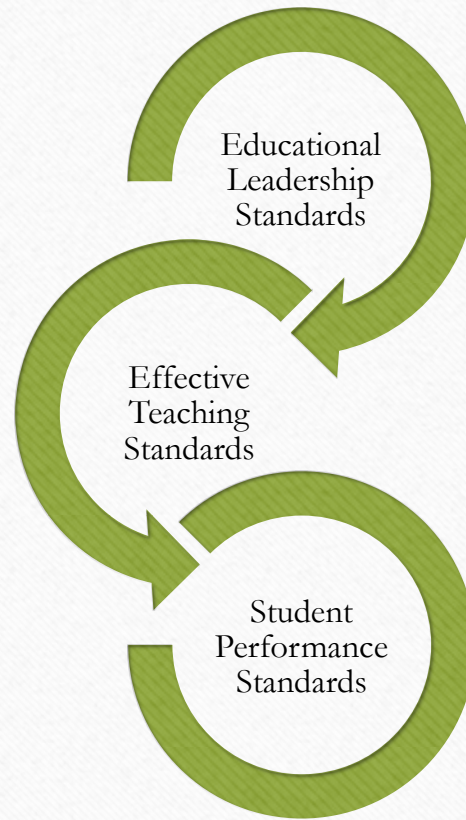
# High Performing Countries

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School improvement initiatives are focused on creating conditions to improve the professional practice of educators.



# More Rigorous **Performance Standards** for ALL





# Doug Reeves

## Leaders' Actions Matter

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<https://www.youtube.com/watch?v=Dis2rTPLIdc>

# Which of these key themes mentioned by Doug Reeves resonate with you?

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- Engage educators in **professional learning** based on students needs
- Provide time for educators to **practice and apply** what they are learning
- **Monitor** educator learning as well as student learning
- Establish and monitor **school improvement goals** that are
  - Concise
  - Focused
  - Narrow (Six or fewer)
  - Deep

# Educator Evaluation

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Educator evaluation is part of treating teachers as professionals with feedback and opportunities for growth.





## Requirements in Board Rule R277-531 and Utah State Code 53A-8A

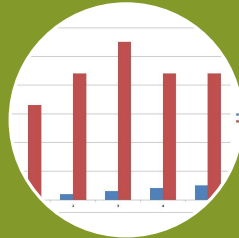
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- Yearly evaluation of all educators
- Yearly performance ratings
  - Student academic growth
  - Observations of instruction/leadership
  - Stakeholder input
  - District specific requirements (Board rule)
- Contain both formative and summative components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

# Educator Evaluation Framework



Instructional  
Effectiveness



Student Growth



Stakeholder  
Feedback

**Feedback for improvement from multiple sources**

In my school, implementing the teacher evaluation system is like [sport] because...

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Take a minute to think of your own experience as a leader. Which sport do you resonate with in terms of leading this effort in your school? Why? Turn and share with a neighbor.

Perfection is not the goal...

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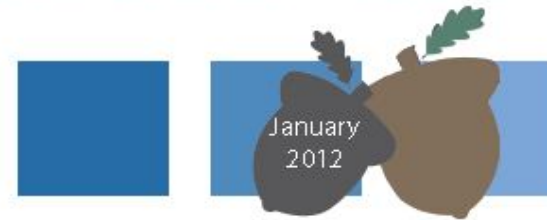


Students prepared for  
their future is the goal!

[www.schools.utah.gov](http://www.schools.utah.gov)



*Utah Effective*  
**TEACHING**  
Standards



Utah State Office of Education 250 East 500 South P.O. Box 144200 Salt Lake City, UT 84114-4200  
Larry K. Shumway, Ed.D., State Superintendent of Public Instruction

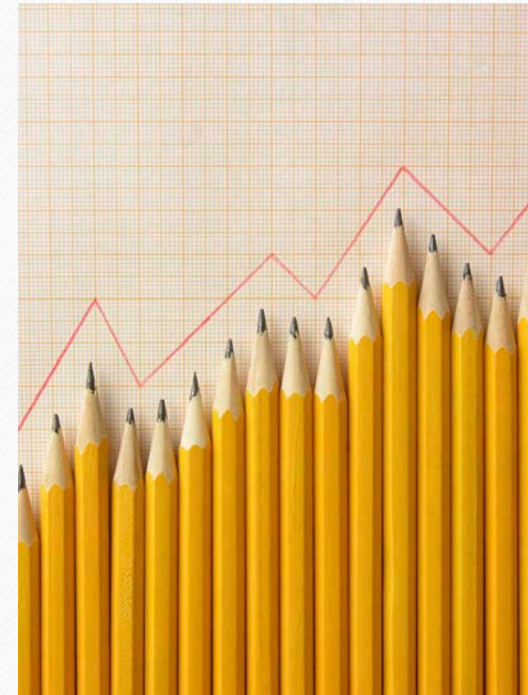
# Utah Effective Teaching Standards

- 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 10: Professional and Ethical Behavior

# Student Growth

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- Student Growth Percentile used for tested subjects and grades
  - Provides comparability among similar contexts
- Student Learning Objectives used for non-tested subjects and grades
  - Based on goals for certain group of students and accompanying assessments to measure goal attainment.



# Stakeholder Input

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- Parent, student, teacher input
- Can be gathered through multiple sources (surveys, focus groups, gatherings)
- Score based on how educator gathers and responds to stakeholder input





# Stakeholder Input (Pilot Survey)

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## Four Constructs About Teachers:

- Emotional Support (students, parents)
- Learning Support (students and parents)
- Conscientiousness (parents)
- Communication (parents)

## Four Constructs About Principals:

- Professional Environment (teachers)
- Instructional Support (teachers)
- Communication (teachers, parents)
- Conscientiousness (students, parents, teachers)

# Ranking or Reflection?

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The question is not "How do parents rate this teacher?" but "How well does the teacher gather and reflect on the input from their stake holders?"



# Sample scoring rubric

	Not Effective	Minimally Effective	Effective	Highly Effective
Survey Data	Parents and students consistently indicate low ratings for educator. Many comments of concern made by students and parents.	Surveys results are generally below acceptable levels by parents and/or students. Several concerns addressed in comments.	Parents and students express satisfaction with educator. Survey results are consistent between parents and students.	Parents and students consistently indicate high satisfaction with educator. Comments include specific examples of extra effort with students and parents.
Response to Data	Educator does not accept responsibility for general responses.	Educator makes excuses for responses but acknowledges there is room for improvement.	Educator analyzes responses, develops and incorporates plan for improvement into goal setting process.	Educator analyzes responses, develops and incorporates plan for improvement, monitors results, and continues to seek feedback from stakeholders to gauge progress.
Community Outreach	Relies on school events to communicate with parents. Doesn't seek student input.	Communication is one way. Sends out occasional updates but doesn't seek input.	Communication includes informing parents while gathering input from all stakeholders. Educator acts on input given.	Relies on input from students and parents to shape policies and instruction. Uses technology effectively as communication tool.

# Waiting to Weight

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- To be determined through findings in pilot data
- National educator evaluation experts consulting with USOE
- Board will make final decision
- Weight may fluctuate



# Time Frame for Evaluation

Evaluation System Components	Dates
Observation Tools (for teachers and leaders)	2014-2015 Full implementation of tools
Student Growth	2014-2015 Statewide pilot of SGP and SLOs 2015-2016 Full implementation of SGP for tested subjects, SLOs for all others
Stakeholder Input	2014-2015 Districts determine form of stakeholder input and pilot methodology 2015-2016 Full implementation, included in overall rating
Weighting of Components	2014-2015 USOE analyzing and piloting weighting 2015-2016 Utah State Board determines weighting
Rater-reliability and Calibration	2015-2016 Observer certification required
Pay for Performance	2014-2015 Teachers cannot move up on salary schedule if below effective rating 2016-2017 All districts will include PP for principals as outlined in 53A-8A

What does the data tell us about the role of leaders in successful implementation of Utah Core Standards?

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- Attitudes of school/district leaders rub off on teachers, parents, and students
- When leaders communicate where performance standards come from and how they are important for students, there is greater buy in from the school community.
- School/district leaders who include the standards as part of overall student achievement strategies are getting better school-wide results.

# Bringing Coherence to Reforms

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- Type of instruction called for in the **Utah Core Standards** requires students to do the heavy lifting while teachers facilitate learning.
- **Evaluating instruction** is an integral part of professionalism.
- Analyzing data from **SAGE assessments** and other formative/benchmark data drives work of professional learning and collegial conversations.
- **Professional learning** to improve student outcomes is a collaborative endeavor and not just an individual activity.

# How can you strengthen connections between your teacher evaluation system, Utah Core Standards, and assessments?

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- Ensure messaging is focused on moving from good to great through higher quality teaching and learning.
- Consistently use language of standards
- Engage in learning walks with feedback
- Use time at faculty meetings and learning communities to make connections
- Develop and/or use curriculum maps that show connections
- Be clear about teachers skills needed to improve specific student skills



**BREAK**

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15 Minutes

