Educator Evaluation and Licensure

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Why focus on teacher evaluations?

Most current teacher evaluations provide little information that can be used to give teachers the training and tools they need to be effective; better identify and meet individual professional development needs; provide targeted intervention to help struggling teachers; or reward the accomplishments of effective teachers.

The Teacher Excellence and Support System
ACT 1209

- Understanding the research – based on many bodies of research
- Recognizing concerns with teacher recruitment and attrition
- Implementing the Core Standards
- Appreciating the State's pilot programs

Evaluation System – Pilot

- Four school districts volunteered
  - Jonesboro School District, High School and Middle School
  - Pocahontas School District, High School
  - Magnolia School District, High School
  - Lee County School District, High School
- ADE provided resources/materials for training
- Sponsored Charlotte Danielson's visit
- Began training in January 2010
- Cooperatives are continuing training for other schools who wanted to implement Danielson's model this school year
- Approved formal observation forms
- Modified in January 2011 – "Recommended evidence for Student Growth"

COMMON BELIEFS SHARED
A teacher evaluation system

- recognizes student learning as the foundation of teacher effectiveness.
- gives schools information needed to build the strongest possible instructional delivery system.
- helps districts hold school leaders accountable for supporting each teacher's professional development.
- Is based on multiple assessments – formative and summative.
- focuses everyone in the school system on what matters most – realizing each student's full potential and staying on track for career/college readiness.


Major Components

- Priority: Promoting Professional Learning
- Artifacts
- Four Categories
- Rating Designations based on Rubrics
- Intensive Support
- Formal and Informal Observations
- Three-Year Cycles for those not needing additional support
- Professional Development matches the Learning Plan
- Other National Models Accepted

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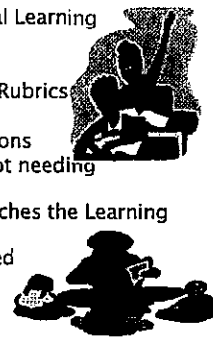
FOUR CATEGORIES

▸ Distinguished
▸ Proficient
▸ Basic
▸ Unsatisfactory
▸ It is VERY important to start having conversations with teachers about these categories. In several areas, teachers will be at the Basic Level.
▸ We have been saying for years that Basic = Bad.......Must begin now to have these discussions

Teacher Excellence and Support System

Track 1 Probationary: 1-3 Years

Track 2 Non-Probationary

Renewal
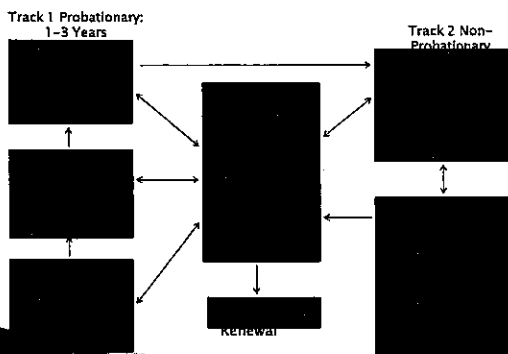
TEACHER EVALUATION: Emerging Solutions

▸ There are a variety of commercially available teacher evaluation instruments, and RTT states like DE, TN, and NC are working to:

○ Adapt them to their state contexts; and

○ Incorporate student growth information as one data source to inform formative practice and summative decisions.

TEACHER EVALUATION: Examples of State Approaches

▸ Statewide evaluation system: single statewide instrument and evaluation process (DE and NC).

▸ State "default model": the state develops an exemplary system that LEAs must use unless they develop a system the state approves (IL). Arkansas

▸ State "reference model": the state develops an exemplary system that LEAs must exceed if they are to implement their own approach (RI).

▸ State "guidance model": state provides key guidance to which LEAs' evaluation systems must conform (NY).

NEW TWIST

ESEA WAIVERS

SYSTEM CHALLENGES
(1 OF 3)

▸ Student Data
➢ Choosing methods of student data including student growth and achievement in models that best fit the evaluation design principles
▸ Non-Tested Areas
➢ Addressing the challenge of measuring performance in grades and subjects for which there are no consistent, statewide, student growth measures

SYSTEM CHALLENGES
(2 of 3)

- Identifying multiple measures of teacher performance.

  ◦ Identifying multiple artifacts to support student performance, outside of the one-half that is tied to the state achievement test in the tested areas
  ◦ Identifying appropriate artifacts in the non-tested areas where an external assessment does not exist

SYSTEM CHALLENGES
(3 of 3)

- Integrating multiple measures to inform both <u>formative</u> and <u>summative</u> expectations of the evaluation system.
- Increasing the consistency of raters of teacher performance.
  ◦ Teacher ratings should be predictive of student performance.

IMPLEMENTATION TIME LINE

- Sept. 1, 2012: SBE develops framework, rubric, and all rules for implementation
- Sept. 1, 2012 – Aug. 31, 2013: ADE or other educational associations conduct training
- 2013–14: One-Year Pilot
- 2014–15: Implementation (aligns with Common Core)
- 2017–18: School Performance Reports include data on teaching proficiency

OPPORTUNITIES FOR INVOLVEMENT

- Rules and Regulations Process
- Feedback Sessions – Upcoming Regional Meetings

How Can Districts Prepare

- Ensure all stakeholders have a common understanding, common language
- <u>Enhancing Professional Practice: A Framework for Teaching</u> 2nd Edition, by Charlotte Danielson; <u>The Handbook for Enhancing Professional Practice</u>
- A faculty wide book study will allow for everyone to get on the same page, talk through concerns, but most importantly – understand the framework for how they will be measured

Goals for Successful Implementation

- Involve a diverse representation of stakeholders to compose rules and regulations
- Provide opportunities at conferences and other professional development for administrators and teachers from pilots to speak about the process – what they learned, questions they still have
- Total transparency

Principal Evaluation

‣ Act 222 of 2009 created the School Leadership Coordinating Council (SLCC)

‣ All School Leadership Groups collaborated to aid in the development of a model evaluation for school administrators

Principal Evaluation Pilot

‣ Ten Districts selected
Mena, Hoxie, Elkins, Van Buren, Greenbrier, Harrisburg, Prescott, Foreman, Gentry, and El Dorado
‣ Initial Training was held July 21–22.
‣ Standards are based on ISLLC standards
‣ Training is provided by Dr. Connie Kamm, senior consultant with Dr. Doug Reeves' Leadership and Learning Center
‣ Training is based on Dr. Reeves' Leadership Performance Matrix

Principal Evaluation

‣ Two more sessions will be scheduled with pilot districts throughout the school year

‣ Rubric based – mirrors teacher evaluation system

‣ All handouts can be found on ADE's website at the following link:
http://www.arkansased.org/educators/index.html

LICENSURE ISSUES

‣ Make sure you follow–up with employees on waivers after each semester. If they have not fulfilled the requirements of the waiver, you need to consider non–renewal before May 1. TRUST, BUT VERIFY!!!!!

‣ A person on a waiver who only has to take a Praxis Test to add an area for licensure, but doesn't pass the test, must take at least 6 hours of coursework the first year to continue the waiver.

Act 1178 of 2011
‣Relaxes Reciprocity Law

‣Persons completing a non–traditional program or TFA will receive a standard license not an initial – They will no longer take Praxis III

Act 1178 of 2011 – Con't.

‣ Provisional Professional Teaching License –
  ○ Good for 3 years
  ○ A person with a bachelor's degree 3 years experience in a content area and meeting other criteria can apply for the PPTL (currently not P-4)
  ○ Must take and pass Praxis II tests – content and pedagogy before license is issued
  ○ Caution: If you have a person in mind, have them start taking the Praxis II content early
  ○ Rules and Regs have been out for public comment – deadline was yesterday
  ○ Still details to be worked out with timeline of criteria for the PPTL

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MENTORING

- Personnel from the Office of Teacher Quality have formed committees to look at beginning administrator mentoring and teacher mentoring
- Please submit any suggestions or changes you would like to see made to the mentoring process to me.
- The vision is for all mentoring to be tied to modules from our evaluation systems, everything will tie together, not be a separate activity

PLSB

- Make sure you report any allegations to DHS that fall under the mandatory reporting law. There have been instances that administrators have been disciplined for not reporting, i.e., license on probation, license suspended, etc.
- Caution teachers about making any reference to a student's health condition or meds in front of other students