



# Anacortes School District

Preparing Anacortes students to meet world class learning standards and to become ***School Ready, Transition Ready*** and ***College/Career Ready*** through extraordinary instruction.

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## Anacortes School District Teacher Principal Evaluation *Lessons Learned*

LEV Training Day  
January 13, 2013



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## EVALUATION PILOT GOAL

To create a comprehensive, systems-linked evaluation model with parallel structures for both principals and teachers that includes a 4-tiered rating system, meets the 8 WA State criteria, uses student growth data, uses multiple measures of teacher/principal effectiveness, and functions to ***improve instruction, leadership, and student learning.***



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## SESSION GOALS

### System/Processes

- Describe the comprehensive ASD teacher and principal evaluation system including:
  - Observation and Evidence Gathering
  - Student Growth/Academic Achievement
  - Professional Growth
  - Cycle of Inquiry

### Professional Development

- Describe the principal process to become rater-reliable
- Describe the importance and use of teacher leaders



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## MULTIPLE MEASURES OF EFFECTIVENESS

- To what degree can the teachers teach and the principals lead?
- To what degree do the students make academic growth and attain academic achievement?
- To what degree do the teachers and principals grow and improve as professionals?

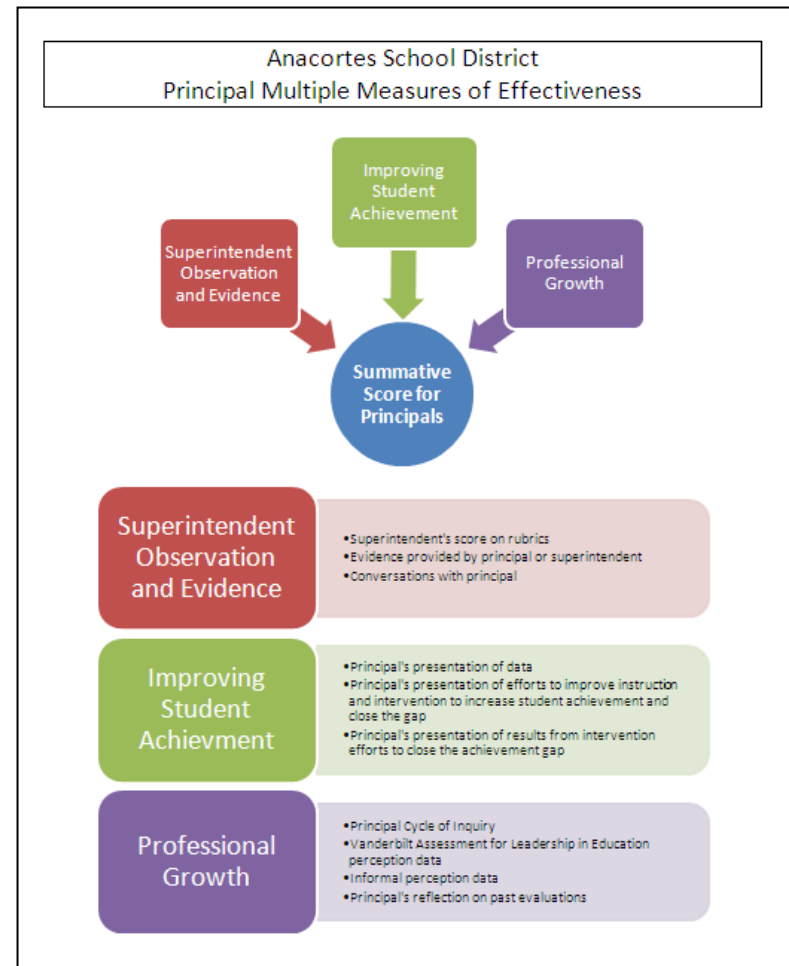
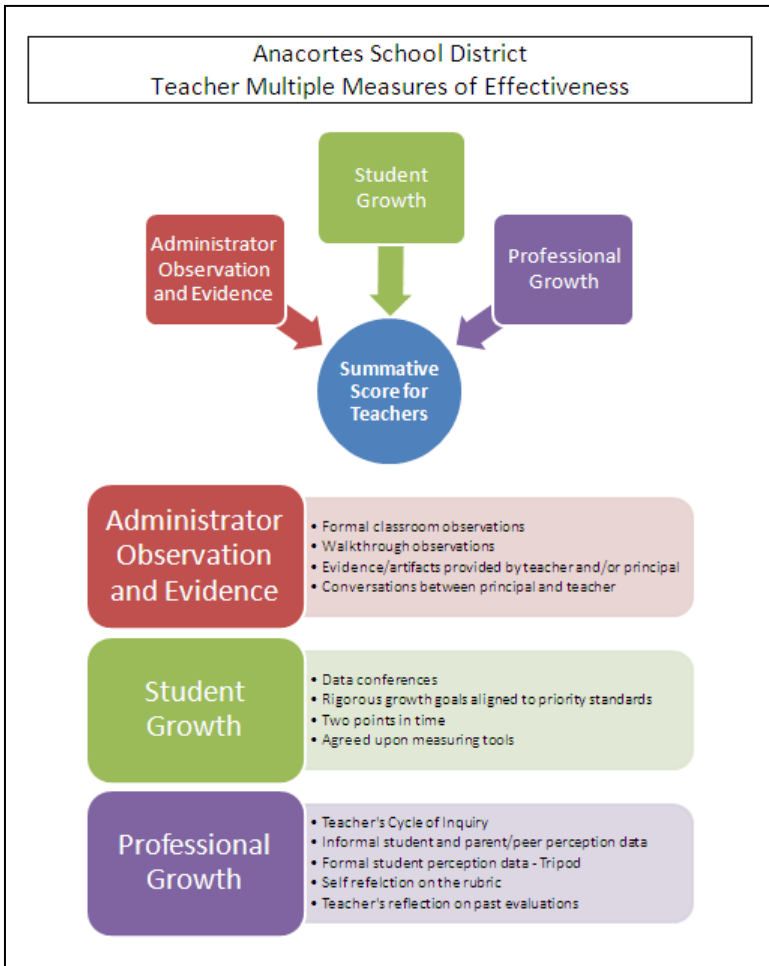
*Evaluations should include multi-faceted evidence of teacher practice, student learning, and professional contributions that are considered in an integrated fashion, in relation to one another and to teaching context.*

*~ Linda Darling-Hammond (2012)*



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## Teacher Evaluation

*“My principal and I had our final evaluation meeting yesterday. It was exciting! My instruction improved in the past 6 weeks. Understanding and implementing the rubric indicators is seriously powerful! I’m so excited about the potential for all of our teachers.”*

*~Anacortes Elementary Teacher*



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## PROFESSIONAL PATHWAYS BIG IDEAS

- All teachers and principals need to grow and improve
- Teachers need different levels of support, guidance, and supervision at different points in their careers
- Principals' time is a limited resource and should be used with those teachers who need the most support, guidance, and supervision
- Many teachers are self-directed; they already reflect on their practice, take steps to improve professionally and track student growth
- Some teachers need direction on how to improve their practice and how to monitor student growth

*Support for teacher learning and evaluation need to be part of an integrated whole that promotes effectiveness during every stage of a teacher's career.*

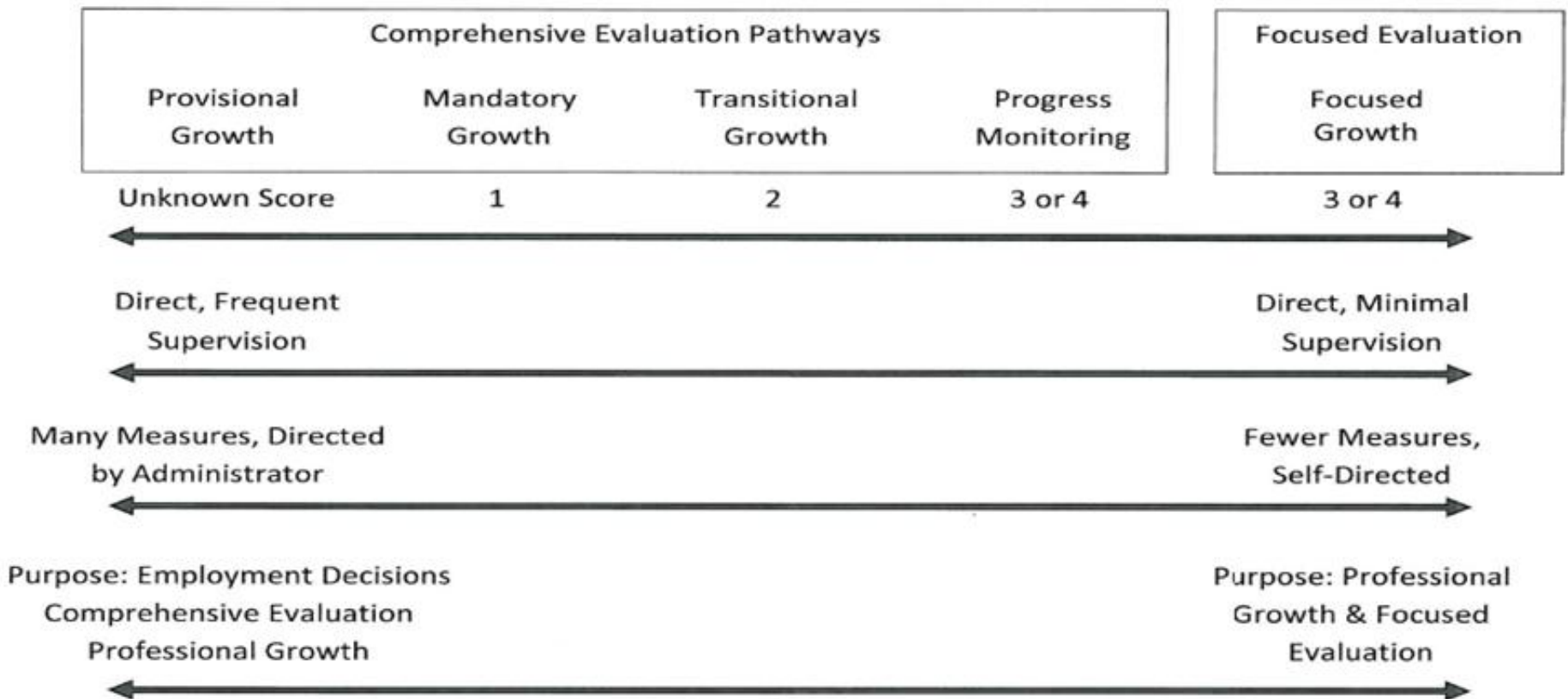
*~Linda Darling-Hammond (2012)*



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## PROFESSIONAL PATHWAYS







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## PRINCIPAL OBSERVATION AND ARTIFACTS

- Feedback and data collected according to rater-reliability training on UW CEL's 5D+ rubric (scores not negotiable)
- Four formal observations with pre- and post-observation conferences
- One possible formal observation with an outside observer
- Informal walkthrough observations
- Artifacts presented to the administrator
- Conversations, formal and informal, about practice

*For teachers facing high-stakes decisions, the standard of reliability should be high. Our findings suggest that a single observation cannot meet that standard. Averaging scores over multiple lessons can reduce the influence of an atypical lesson.*

*~Gates Foundation MET Study (2012)*



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## STUDENT GROWTH

- Student growth goals set during data conference; goals that are aligned to standards, rigorous, measures performance between two points in time, and based on student need according to initial data
- Growth monitored and tracked via multiple forms of assessment, including standardized tests when relevant and available
- Level of attainment of growth goals measured and verified with data during a growth measurement conference



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## PROFESSIONAL GROWTH

- Teacher reflection on past evaluation feedback and student and/or parent perception data
- Teacher reflection on the 5D+ instructional rubric
- Teacher goal setting on an area of improvement
- Teacher plan on new instructional practices to use
- Level of attainment of professional growth goals measured and verified with data during a growth measurement conference



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## Principal Evaluation

*Principal evaluation systems appear to be most effective when they are based upon clear standards and expectations of performance and aligned with key goals and needs of principals, schools, districts and the community.*

*~ Davis, S., Kearney, K., Sanders, N., Thomas, C. & Leon, R. (2011)*



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## SUPERINTENDENT OBSERVATION AND ARTIFACTS

- Feedback and data collected according to AWSP's leadership framework rubric
- Artifacts presented to the superintendent
- Conversations, formal and informal, about leadership practices



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## STUDENT ACADEMIC ACHIEVEMENT

- School achievement goals set during conference with superintendent
- Achievement monitored and tracked via multiple forms of data, including standardized tests
- Level of attainment of achievement goals measured and verified with during an end of year conference with superintendent



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## PROFESSIONAL GROWTH

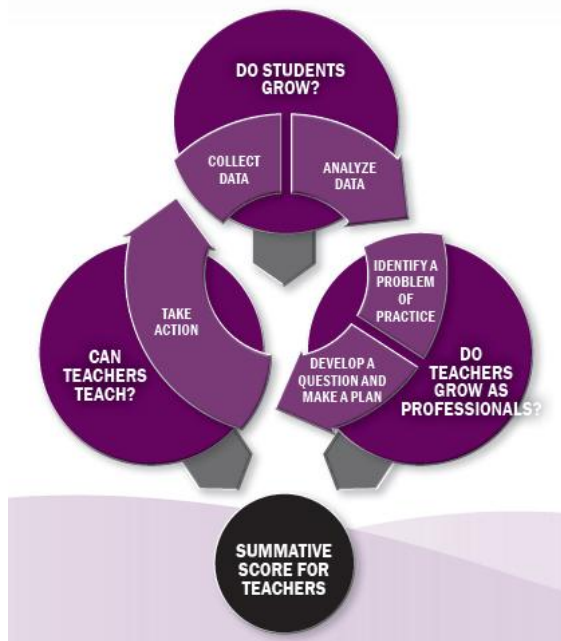
- Principal reflection on past evaluation feedback and staff, student, and/or parent perception data
- Principal reflection on the AWSP rubric
- Principal goal setting on an area of improvement
- Principal plan on action steps
- Level of attainment of professional growth goals measured and verified with data during an end of year conference with superintendent



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## CYCLE OF INQUIRY



- Analyze teacher/principal and student data
- Identify a problem of practice
- Plan for improvement and act on plan
- Collect teacher/principal and student data

*It is important to link both formal professional development and job-embedded learning opportunities to the evaluation system. Evaluations should trigger continuous goal-setting for areas teachers want to work on, specific professional development supports and coaching, and opportunities to share expertise, as part of recognizing teachers' strengths and needs.*

*~Linda Darling-Hammond (2012)*

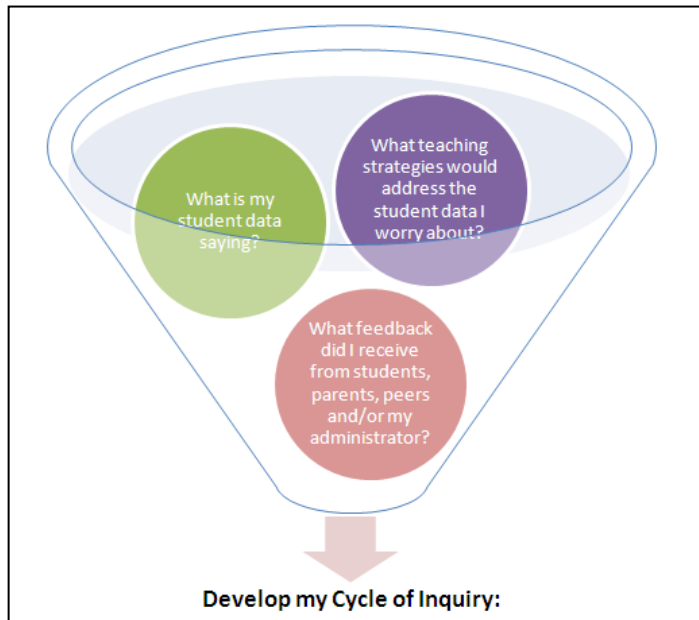




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## CYCLE OF INQUIRY



- What is the inquiry?
- What research based teacher/ principal strategy/skill will I focus on for this cycle? What does the research say about student growth?
- As I work on this new skill/strategy, what teacher/principal data will I collect? What data could a peer or an evaluator collect?
- What student data will I collect? Did I consider multiple types of data?
- What perception data could I collect?

*[The cycle of inquiry] made me focus deeply on one group of students and work with the problem they were facing. It helped me focus my professional development and my teaching.*  
~Anacortes School District Teacher



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## PROFESSIONAL DEVELOPMENT

### Teachers:

- Five Dimensions Framework and Rubric
- Evaluation Processes
- Cycle of Inquiry

### Principals:

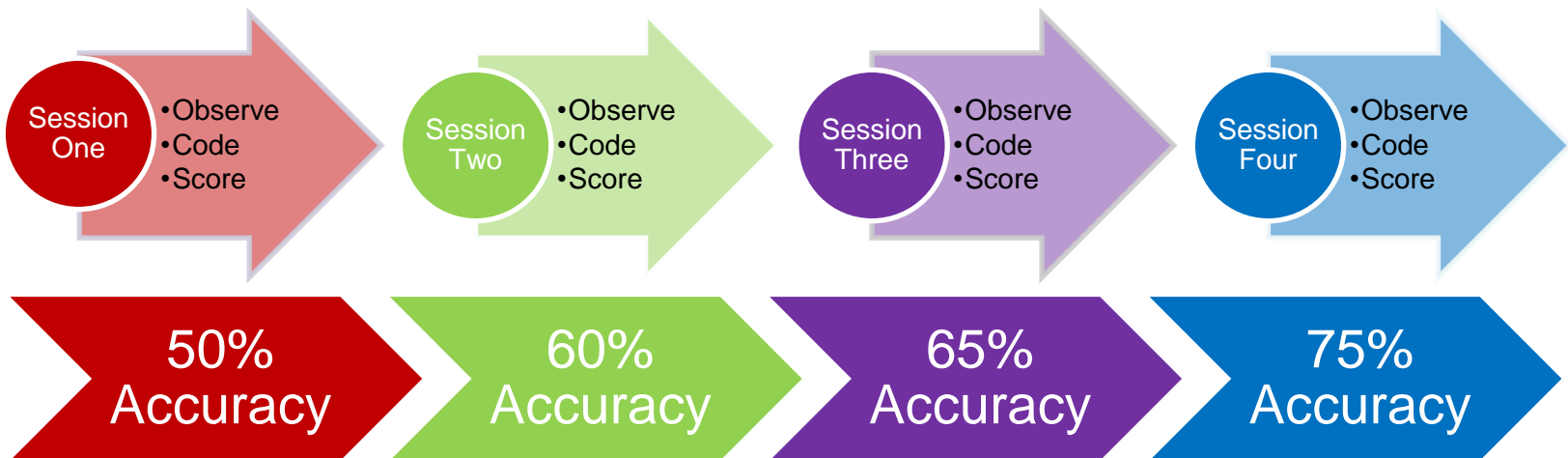
- 5D+ Rubric Calibration
- Teacher Evaluation Processes
- AWSP Framework and Rubric
- Principal Evaluation Processes
- Cycle of Inquiry



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## PRINCIPAL PROCESS TO BECOME RATER RELIABLE



*High-quality classroom observations will require clear standards, certified raters, and multiple observations per teacher. Clear standards and high-quality training and certification of observers are fundamental to increasing inter-rater reliability.*

*~Gates MET Study (2012)*



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## TEACHER LEADERS

- Two teacher leaders in each school
- Resource/communication link for staff
- Leading all TPEP and Cycle of Inquiry professional development alongside the principal

*Teachers are critical to education reform because they are the ones who have the front line knowledge of classroom issues and the culture of schools, and they understand the support they need to do their jobs well. Teachers' expertise is at the foundation of increasing teacher quality and advancements in teaching and learning. Only when teachers learn, will their students learn. ~Paulu and Winters (1998) and Barth (2001)*



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## Questions?