

Licensed Evaluation Process 2020-21

To Teach and To Learn Are Acts of Optimism

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Context

- Instructional format is less predictable and less universal
 - *CDL, Hybrid, Full Time in-Person*
- Our adopted framework aligns with traditional instructional formats
- Safety precautions and logistical realities will influence our practice
- Acknowledge other priorities in our work
 - *Connection, engagement, SEL, relationship-building*

Compliance With Reasonableness



What Will NOT Change?

- Evaluative feedback will be based on evidence
- Use of videos for observations will only be by mutual agreement
- All licensed educators will develop two SLGs and one Professional Goal
- Tier I educators will have more opportunities for evaluative feedback than will contract teachers
- Teachers may receive feedback on any of the four Danielson domains

The Human Aspect of this Process



What WILL Change?

- No overall rating on Summative Evaluations
- Minimum number of observations reduced
- Abbreviated form (Verification of Proficient Performance) may be used instead of a comprehensive Summative Evaluation for teachers who are not in their first year with the District
- SLGs are not scored/rated
- SLGs do not need to be based on purely academic measures

Tier I Year One

- Self-Reflection (Fall)
- SLG and Professional Goal Setting (Fall)
- 3 or More Drop-In Observations
- Summative Evaluation (Spring)
- Goal Reflection (Spring)

Tier I Years Two and Three

- SLG and Professional Goal Setting (Fall)
- 2 or More Drop-In Observations
- Verification of Performance or Summative Form (Spring)
- Goal Reflection (Spring)

Tier IIA

- SLG and Professional Goal Setting (Fall)
- Verification of Performance
- Goal Reflection (Spring)

Tier IIB

- SLG and Professional Goal Setting (Fall)
- Goal Reflection (Spring)

Minimums



SLGs That Reflect our Context

- Growth.... Not achievement
- Encouraged to develop team SLGs
- May be based on non-academic measures
 - *Engagement, participation, attendance, SEL outcomes*
- Simple to measure, teacher-developed pre-post measures

“Right Now, Teachers Need Support, Not Scores”

Charlotte Danielson, May 2020

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