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# Teacher Performance Evaluation Task Force



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# Welcome and Introductions



# Changes since January 2007 to Idaho's Certification Laws, Policies and Procedures

## Removing Barriers

- Out-of-state waivers
- Alternate route to pupil personnel services
- Postsecondary specialist certificate
- Sunset technology assessment
- Alternate route to endorsement
- Reinstatement of expired certificates
- Simplified certificate renewal

## Raising Standards

- Professional development credits tied to education
- Fingerprinting/background check
- Alignment of content standards and preparation standards
- Review of Praxis II cut scores



# Administrator Preparation Survey

## Senate Concurrent Resolution 129

SCR 129 required the Professional Standards Commission (PSC) to study and issue a report concerning the training of school administrators in teacher supervision and evaluation.

The PSC conducted a web-based survey of Idaho administrators. Of the 735 acting administrators, 293 participated in the survey.

The concluding report issued recommendation in three key areas: Ongoing Professional Development, Preparation for Administrative Licensure, Current Evaluation Systems



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# Teacher Performance Evaluation Task Force

The mandate and the members



# Teacher Performance Evaluation Task Force

## House Bill 669

SECTION 9. Of the moneys appropriated in Section 3 of this act, up to \$50,000 may be expended by the Superintendent of Public Instruction to defray the costs associated with a Teacher Performance Evaluation Task Force. The Superintendent of Public Instruction shall appoint, convene and provide administrative support for said task force. The task force shall include the following members:

- (1) Three superintendents, principals or public charter school directors;
- (2) Three members of school district boards of trustees or public charter school boards of directors;
- (3) Three classroom teachers, at least two of whom must be members of teacher associations.

The charge of this task force is to develop minimum standards for a fair, thorough, consistent and efficient system for evaluating teacher performance in Idaho, and to present its written recommendations to the Governor, State Board of Education, and the standing Education Committees of the Idaho Legislature by no later than January 30, 2009.



## Pay-for-Performance

- The topic of Pay-for-Performance was discussed by the Teacher Evaluation Task Force on a number of occasions.
- The task force believed that the scope of their work did not include tying the standards for teacher evaluation to teacher performance pay.



## Task Force Members

- Teachers (5 members)
- School Administrators (4 members)
- School District Trustees (3 members)
- Legislators (3 members)
- Higher Education (2 members)
- Parents/PTA (2 members)
- Business (2 members)
- Representative from the Office of the Governor
- Superintendent of Public Instruction Tom Luna



## Vision Statement

To adopt a statewide research-based framework for a teacher evaluation system from which individual school districts will implement a fair, objective, reliable, valid and transparent evaluation process.



## Task Force Goals

To develop a teacher evaluation system that:

- Impacts teacher performance
- Incorporates multiple measurements of effectiveness and achievement
- Communicates clearly defined expectations
- Enhances and improves student learning
- Applies universally no matter the district size or location



## Task Force Goals (cont.)

To develop a teacher evaluation system that:

- Has flexibility for unique situations within districts
- Is fair and consistent
- Includes formative and summative evaluations
- Includes self-evaluation/reflection
- Includes multiple measures of professional growth



## District Presentations to the Task Force

- Nampa School District
- Castleford School District
- Bonneville School District
- Middleton School District
- Meridian School District
- Boise School District
- Blaine County School District
- Jordan School District in Utah on the JPAS Model used by Bonneville



## Panel Discussion

### Administrator Preparation Programs:

- Dr. Mike Poe, NNU
- Dr. Kathleen Budge, BSU
- Dr. Russ Joki, UofI
- Dr. Roger Reynoldson, UofI

### Teacher Preparation Programs:

- Dr. Debra Ujiye, NNU
- Dr. Roger Reynoldson, UofI



## Charlotte Danielson

The committee worked closely with Charlotte Danielson examining the different elements and stages of evaluation both throughout a school year and throughout a career.

Discussions included:

- The level of state control in an evaluation system
- The balance between student achievement and teacher performance in an evaluation system
- Necessary guidelines and distinctions between evaluation of new and veteran teachers
- Emphasis on professional growth and improved practice.



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# Statewide Research-based Framework

Minimum Standards for a Model



## **Danielson Domains and Components and Idaho Minimum Standards**

As minimum standards for teacher evaluation in all Idaho schools and districts, the state is adopting the Charlotte Danielson Framework for Teaching domains and components of instruction.

- Domain 1 – Planning and Preparation
- Domain 2 – Learning Environment
- Domain 3 – Instruction and Use of Assessment
- Domain 4 – Professional Responsibilities



## **Domain 1 – Planning and Preparation**

- 1a: Demonstrating Knowledge of Content and Pedagogy
- 1b: Demonstrating Knowledge of Students
- 1c: Setting Instructional Goals
- 1d: Demonstrating Knowledge of Resources
- 1e: Designing Coherent Instruction
- 1f: Assessing Student Learning



## **Domain 2 – Learning Environment**

- 2a: Creating an Environment of Respect and Rapport
- 2b: Establishing a Culture for Learning
- 2c: Managing Classroom Procedures
- 2d. Managing Student Behavior
- 2e: Organizing Physical Space



## **Domain 3 – Instruction and Use of Assessment**

- 3a: Communicating Clearly and Accurately
- 3b: Using Questioning and Discussion Techniques
- 3c: Engaging Students in Learning
- 3d: Providing Feedback to Students
- 3e: Demonstrating Flexibility and Responsiveness
- 3g: Use Assessment to Inform Instruction and Improve Student Achievement



## **Domain 4 – Professional Responsibilities**

- 4a: Reflecting on Teaching
- 4b: Maintaining Accurate Records
- 4c: Communicating with Families
- 4d: Contributing to the School and District
- 4e: Growing and Developing Professionally
- 4f: Showing Professionalism



## Rationale

- Idaho Education Association (IEA) Survey
  - 77% of Idaho districts responded
  - A majority of Idaho's school districts are utilizing a Teacher Evaluation Model based on Charlotte Danielson's Framework
- Accessibility of research and training materials.
- Idaho Core Teaching Standards were mapped to Danielson's four domains resulting in clear alignment.
- Existing evaluation models presented to the task force need little or no change.



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# Objective and Transparent Evaluation Process

Elements in Evaluation Design



## Reliability and Validity:

- Part of the vision of the Teacher Performance Evaluation Task Force is for each district's evaluation tool and process to be valid and reliable and utilize data to support those qualifications.
- Districts will report content validity data within the first year by gathering input from those being evaluated on the indicators within components and domains.
  - Content validity data is commonly gathered through a survey process where stakeholders give feedback on the most important indicators of effective teaching.
- Reliability is demonstrated through ongoing training for evaluators.
  - Inter-rater reliability will ensure that different evaluators recognize the same behaviors at the same level of performance.



## Teachers:

For the purpose of the evaluation process, teachers are identified as belonging to one of four groups:

- New to Teaching [category 1 or 2 contracts]
- Experienced (4+ years) New to District [category 1, 2, 3 or continuing contracts]
- Experienced (4+ years) [category 3 or continuing contracts]
- Teacher-in-Need [any category contract]



## Teacher-in-Need

- The teacher-in-need group is separate from due process provisions in the teaching contract.
- It's meant to identify specific needs and goals to improve a teacher's practice.
- Teacher-in-Need status is triggered by:
  - A maximum of two consecutive unsatisfactory determinations in the same domain, or
  - Two unsatisfactory determinations in two domains in one evaluation
- The frequency of evaluation for teachers-in-need will be determined in the teacher's formal improvement plan or plan of assistance.
- State will provide guidance for districts on how they can assist teachers in need through mentoring and/or coaching.
- To move out of the Teacher-in-Need category, teachers must receive one satisfactory evaluation in all four domains.



## Teachers continued:

- The task force recommends a statute change to require that category one contract teachers are included in the evaluation process.
- The evaluation process for each of these groups may be determined by the local district providing that it meets the minimum number of evaluations per year required in Idaho laws and rules.
- Districts are encouraged to include pathways in the evaluation process for experienced teachers that promote a teacher's self-inquiry and continuous improvement of the craft of teaching.



## Training and professional development:

- All districts' teacher evaluation models must contain:
  - A plan for ongoing training for evaluators/administrators
  - Professional development for teachers on the district's evaluation tool and process.
- Districts must ensure that all administrators responsible for performing evaluations be trained in the district's state-approved evaluation model.
- Districts will report their plan for collecting and using data gathered from their evaluation tool that will be used to inform professional development.
- The state will provide technical assistance for ongoing training and professional development.



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# Next Steps



## Technical Assistance

- State-supported regional trainings on the Danielson Framework
  - State will utilize existing resources for trainings
- Web site with links to samples of state-approved district evaluation models
- State Department of Education will review each district's Teacher Evaluation Model for approval or recommendations for change.
  - Plans will be reviewed by State Department of Education Deputies and Directors who will be trained to evaluate plans for compliance.
  - Districts whose plans are not approved will have the ability to appeal that decision.



## Timeline

- **January 2009**: Teacher Performance Evaluation Task Force will present recommendations to the State Board of Education, Office of the Governor, and House and Senate Education Committees.
- **Spring 2009**: The legislature will address any statutory changes during the 2009 session, and corresponding administrative rule changes will be addressed after the Legislative session.
- **Summer 2009**: State will begin offering trainings and technical assistance on teacher performance evaluation standards.
- **2009-2010 school year**: Districts will work with educational stakeholders to develop evaluation models.
- **February 2010**: Districts must submit their proposed models to the state for approval.
- **Fall 2010**: Districts will implement the evaluation model in the 2010-2011 school year.



## Feedback and Questions

If you have questions or comments please contact  
Nick Smith, SDE, Deputy Superintendent,  
[nwsmith@sde.idaho.gov](mailto:nwsmith@sde.idaho.gov)  
208-332-6959 or 1-800-432-4601

