

# Wayland Public Schools

## FY13 System-Wide Goal Report: New Educator Evaluation System

**System-Wide Goal: Prepare to successfully implement the new state-mandated Educator Evaluation Framework.**

A Accomplishments	C Challenges	E Exemplars
<ul style="list-style-type: none"><li>Engaged the WTA in a collaborative implementation of the new evaluation system through a joint WTA/administrative committee and ongoing communication.</li><li>Implemented a pilot evaluation program with the WTA.</li><li>Provided training for teachers and administrators in the new model evaluation system, with a minimum of 4 hours for WTA members and 11 hours for evaluators.</li><li>Worked with the School Committee in the adoption and implementation process, including the Superintendent's evaluation.</li><li>Conducted a trial run of the new evaluation process with principals and central office administrators.</li></ul>	<ul style="list-style-type: none"><li>Completing negotiations with the WTA regarding implementation of the new evaluation system according to the DESE timeline.</li><li>Finding the time and resources to conduct ongoing training of faculty as system is fully implemented.</li><li>Supporting building-level administrators in finding time to conduct this labor-intensive evaluative process.</li><li>Developing district determined measures.</li><li>Integrating student and parent feedback into the model.</li><li>Adjusting expectations regarding the new rating scale.</li></ul>	<p>Engaged in a collaborative multi-day process which resulted in a MOA which defined the well-received pilot program. This included the following elements:</p> <ul style="list-style-type: none"><li><b><u>Wide Representation:</u></b> Participants included 26 teachers, representing a wide array of departments and grade levels, and 7 evaluators</li><li><b><u>Specialized Training:</u></b> Workshop for all participants, along with all department chairs</li><li><b><u>Ongoing Support:</u></b> Pilot participants to guide implementation and serve as resource going forward</li></ul>

## High School Strategic Initiatives from School Improvement Plan:

To implement a pilot evaluation program in collaboration with the WTA

To provide ongoing professional development in the new evaluation process to all faculty members

A Accomplishments	C Challenges	E Exemplars
<ul style="list-style-type: none"><li>Provided professional development to all teachers at staff meetings in September, October and November with an emphasis on self-assessment, rubrics, and SMART goals. One of these PD sessions was “flipped” in nature (see “Exemplar”).</li><li>Met with the 8 teachers in the pilot program 3 times to provide an overview of the evaluation frameworks, introduce Teach Point as a mechanism for feedback, and discuss SMART goals.</li><li>Implemented the use of TeachPoint in the pilot for mini-observation feedback and form and evidence collection.</li><li>Held individual conferences with each teacher in the pilot program to facilitate their development of SMART goals.</li><li>Fostered, through the Pilot, a deeper understanding and familiarity with the model evaluation rubrics and protocols.</li></ul>	<ul style="list-style-type: none"><li>Only a small percentage of teachers will have participated in the pilot before implementation next year.</li><li>The implementation is happening amid other significant initiative launches at the high school.</li><li>The bifurcated approach to implementation, where some teachers are using the new system while others are still using the old system, is challenging to manage from an organizational perspective.</li><li>There is uncertainty around elements of the evaluation (district determined measures, student input, etc.) that the DESE had yet to clarify.</li></ul>	<ul style="list-style-type: none"><li>Flipped session video: <a href="http://www.screencast.com/t/c03m6y6Bunb">http://www.screencast.com/t/c03m6y6Bunb</a></li><li>The discussions between evaluator and teacher, wherein SMART goals are developed, have been extremely enriching and interesting for both parties. Teachers have reported that they enjoy the opportunity to set goals that are both measurable and for which they are accountable. Discussion of professional practice goals also encouraged collaboration among colleagues regarding department initiatives.</li></ul>

## Middle School Strategic Initiatives from School Improvement Plan:

To provide effective staff training around the new educator evaluation system

To implement a pilot for 8 middle school staff members of the new educator evaluation system

A Accomplishments	C Challenges	E Exemplars
<ul style="list-style-type: none"><li>Led 4 faculty meetings focused on the new evaluation system: 1) Overview of the 5 Step Process, 2) Evaluation Rubrics, 3) SMART Goals, and 4) Selecting Evidence.</li><li>Created materials which were used as a model for the professional development presentations at the other Wayland schools as part of a collaborative effort among the building-based evaluators.</li><li>Running a pilot program with 8 teachers across disciplines (including combined arts and counseling). Initiated the self-evaluation process, created meaningful SMART goals, developed action plans and identified high-powered evidence which would meet multiple standards and goals.</li><li>Piloted TeachPoint software.</li></ul>	<ul style="list-style-type: none"><li>Revised the DESE training materials to better meet the needs of Wayland's training sessions.</li><li>The timelines for implementing the new evaluation model system, such as the District Determined Measures, detract and potentially overtax us from other important initiatives such as developing teachers' skills in running effective professional learning communities and implementing RTI.</li><li>Running the pilot while simultaneously using the current evaluation system.</li><li>Ensuring that the new evaluation process is authentic and results in moving practice and student learning.</li><li>Helping teachers manage the evidence effectively.</li><li>Assuring that the tasks required by the evaluation system enhance, rather than pull teachers away from, teaching and learning.</li></ul>	<ul style="list-style-type: none"><li>We created an effective, impactful set of professional development activities which helped chunk the material, reduce anxiety and demonstrate how the system can be implemented in a thoughtful, meaningful way. This included the creation of a graphic organizer which clearly illustrated how the 4 standards, 16 indicators, and 33 elements are interrelated. We also led teachers through an analysis of the language of the standards and looked closely at the nuances of the elements across the 4 performance categories.</li><li>Evaluator's notes from a walk-through: <i>"Today I did an unannounced classroom walk through for one of our pilot teachers and saw the teachers' professional practice goal in action - which resulted in positive student learning gains. I was able to provide the teacher with immediate feedback using TeachPoint. In a recent pilot check-in meeting, that same teacher informed me how much he</i></li></ul>

*is liking TeachPoint as a way to manage the evaluation process and that the process feels like it reflects real tangible, manageable goals and accomplishments. He likes how he is able to show student work samples and embed his analysis as to how the work reflects his student learning goals."*

## Elementary Schools Strategic Initiatives from School Improvement Plans:

To implement a pilot evaluation program in collaboration with the WTA

To provide ongoing professional development in the new evaluation process to all faculty members

A Accomplishments	C Challenges	E Exemplar
<ul style="list-style-type: none"><li>Provided professional development to all teachers at staff meetings in September, October and November with an emphasis on self-assessment and SMART goals.</li><li>Held individual conferences with each teacher in facilitating their development of SMART goals.</li><li>Met with the pilot group in January, February and April as part of the implementation of a pilot evaluation program. This included reviewing the overall DESE model system, including evidence gathering and developing an understanding of standards, indicators and elements.</li><li>Developed an extensive list of possible items (e.g., artifacts, observations, relevant data) related to the standards that can help guide teachers with evidence gathering.</li></ul>	<ul style="list-style-type: none"><li>Only a small percentage of teachers will have participated in the pilot before implementation next year.</li><li>The new teacher evaluation system is extremely complex which makes it challenging to cover all aspects in a comprehensive manner so that staff can employ the new system with complete confidence and understanding.</li><li>Developing a thorough understanding and approach to evidence gathering.</li></ul>	<p>As the new teacher evaluation is aimed at improving student learning, the following SMART (Specific, Measurable, Action-Oriented, Realistic/Rigorous, Timed) goal demonstrates how use of SMART goals within the new framework works toward that end:</p> <p><i>"My goal is for 90% of my students to be at the Core Instructional Level for Letter Naming Fluency and Initial Sound Fluency on the DIBELS Assessment that will be given during the spring of 2013. I plan to achieve this goal by creating:</i></p> <ul style="list-style-type: none"><li><i>small skill-focused groups during literacy centers,</i></li><li><i>learning centers,</i></li><li><i>ninety minutes of literacy per day, and</i></li><li><i>20 minutes twice per week of RTI focused on these skills."</i></li></ul>