Teacher Evaluation

Probationary Teachers

Probationary teachers are either - altogether - new to the teaching profession or have teaching experience but are new to our District. Teachers new to the profession will focus on skills identified in the Beginning Stage Column of the Teacher Knowledge and Skills Rubric. The principal will schedule time to meet with all probationary teachers in August and explain the process of learning the craft of teaching. Beginning Teacher Support and Assessment (BTSA) mentors and learning coordinators are expected to attend this meeting and the BTSA mentor will begin the mentoring process by integrating BTSA standards in the values presented in this framework. The principal is encouraged to invite the mentor teacher to the individual pre-observation conference once permission is provided by the probationary teacher. The development process begins with principal as a direct instructor, focusing on teacher behaviors. The relationship between the principal and teacher will gradually shift to principal as coach and colleague, largely focusing on evidence of student learning.

Probationary teachers who have teaching experience will help the principal determine the appropriate point of entry into the Teacher Knowledge and Skills Rubric. Teachers typically do not require BTSA mentors but are encouraged to form learning teams. Teams can be comprised of teachers within the school, across the District, and from the County Office of Education. Team members will be provided time - during the regular school day - to observe, be observed, and provide feedback that will support the development process.

The principal will conduct a series of planning conferences, followed by observations and feedback conferences. As well, the principal and learning coordinator will provide feedback during walk-through observations. Additionally, the BTSA mentor and/or learning team members will schedule time to provide continuous support throughout the year.

Tenured Teachers

Tenured teachers are encouraged to opt-in the Teacher-Centered Development Model but may opt-out and continue with the traditional evaluation process. Tenured teachers who opt-in are encouraged to form a learning team. The California Education Code provides minimum standards for teacher evaluation and typically teachers who are interested in developing their skills exceed state requirements. Each teacher and their principal will co-design a development plan. Novel ideas that solve problems of practice will focus on at least one element from the Teacher Knowledge and Skills Rubric. The evaluation is a narrative that consists of the following (as provided in the Teacher-Centered Development Model Rubric):

- Teacher’s commitment to a side-by-side relationship with the principal during the three phases of the clinical supervision process
- Focus Area (Teacher-Centered Development Model - Element)
- Hypothesis (teacher proposes a relationship or difference based on a new approach to a problem of practice)
- Team Members (if any)
- Major professional learning outcomes described by the teacher (i.e. I learned to ...)
- Participation reflects a commitment to students in their learning

Acknowledgments and Contributions

This framework represents research, best practice, and the contributions of many. We want to thank our teachers: Bill Davies, Brenda Pipes, Kosal Pan, and Cynthia Cervantes for their brilliant conception of this framework. We want to thank our principal: Jason Kirkova and Terry Hirsfield for gathering vast amounts of critical information and synthesizing it into the development rubric. We want to thank Camilla Sutherlin from Fresno County Office of Education for her expertise on Common Core Standards. Finally, we want to thank Dr. Ron Beghetto and Dr. James Kaufman for their expertise on creativity and motivation.

Teacher-Centered Development: A Model for Clinical Supervision

Laton Unified School District

California Education Code requires “evaluation and assessment of the performance of each certificated employee shall be made on a continuing basis as follows: (1) At least once each school year for probationary personnel. (2) At least every other year for personnel with permanent status. (3) At least every five years for personnel with permanent status who have been employed at least 10 years with the school district,” and meet other requisites such as prior satisfactory evaluations. Many school districts comply with the Education Code by following a traditional approach to teacher evaluation by documenting the degree to which a teacher meets District standards. The Teacher-Centered Model will be incorporated into the first two years of teaching because support is vital to probationary teachers. Laton Unified School District encourages tenured teachers to opt-in the developmental process because it focuses on continuous growth. Tenured teachers have the choice to opt-out and continue with the traditional evaluation cycle.

However, traditional evaluations are limiting. “Traditional supervision reflects the historical role of supervisors as school inspectors’ (Gall & Archenos, 2010, p. 5). Arthur Bloomfield found that teachers view this kind of supervision "as part of the system that exists but that does not play an important role in teachers’ professional lives, almost like an organizational ritual that is no longer relevant". A Teacher-Centered Development process is referred to as clinical supervision, a model that is collaborative in nature, conducted by the teacher and principal as side-by-side colleagues who learn together to improve one’s craft as a professional. While the Traditional and Teacher-Centered styles include three phases, the interactions between the principal and teacher differ. Clinical supervision places a higher value on feedback throughout the process. Traditional evaluation places a higher value on judgement at the end of the process. Opting In: Both the principal and teacher mutually agree on what objective data will be collected, how to analyze and interpret data as colleagues. Probationary teachers will receive aligned support and feedback from their (BTSA) mentor. Tenured teachers may invite other teachers to help provide support and feedback. The final evaluation is strength based, and when tenured teachers opt-in, the teacher evaluation report is a positive reflection of growth.

1. The Planning Conferences

The principal and teacher agree on developing knowledge and practice by selecting various elements found in this framework. Teachers new to the profession rely on their principal for selecting developmentally appropriate skills. Senior - tenured teachers often initiate the selection process and come prepared to discuss certain elements for which they want to study, develop, and improve.

The planning conference results in a cooperative decision by the teacher and principal to collect observational data. Often, a hypothesis is constructed. As well, the planning conference often leads to additional meetings for exploring and learning new teaching tools.

2. The Observation(s)

Teachers need feedback and indicators of their behaviors and student responses that either support the previously established hypothesis or other data that has been previously agreed upon. If appropriate, the principal should provide additional data for future inquiry.

Collection of these indicators is the goal of classroom observation. Clinical supervisors maintain a neutral stance in the data collection process, so that data can speak for themselves. Because many of the elements in this framework come with established observation protocols, the teacher will be asked to make inferences.

3. The Feedback Conference(s)

The third phase of the clinical supervision cycle is a time when the teacher and principal review the observational data. The principal commonly takes a more direct role with teachers who are new to the profession and serves as a cognitive coach for experienced teachers.

As the teacher reviews the observational data, the feedback conference often moves into a planning conference - with the teacher and principal jointly deciding in a collegial manner to collect further observational data or to plan additional developmental processes.
Creativity

- Understands basic concepts of student creativity, including: creativity is a combination of originality and task orientation; creativity and learning are complementary; and believes that they can contribute to fostering of for and with children.
- Can identify and avoid common myths about creativity.
- Awareness of features of the learning environment that can support or stifled student creativity.

Resources:
### Multidimensional Model

**Leathwood's Multidimensional Model**

- page 33-34

**Developing Survival Skills**
- Partially developed classroom management skills
- Limited skill is use of several teaching models
- Student assessment is primarily summative

**Becoming competent in the basic skills of instruction**
- Well-developed classroom management skills
- Well-developed skill in several teaching models
- Student assessment begins to reflect formative purposes

**Expanding one's instructional flexibility**
- Automated classroom management skills
- Growing awareness of need for and existence of other teaching models
- Choice of teaching model from expanded repertoire influenced by maintaining student interest
- Student assessment carried out for both formative and summative

**Acquiring instructional expertise**
- Classroom management integrated with program; little attention required to classroom management as an independent issue
- Skill in application of a broad repertoire of teaching models

**Contributing to the growth of colleagues' instructional expertise**
- Has high levels of expertise in classroom instructional performance
- Reflective about own competence and choices in the fundamental beliefs and values in which they are based
- Able to assist other teachers in acquiring instructional expertise through either planned learning experiences, such as mentoring, or more formal experiences, such as in-service education and coaching programs

**Participating in a broad array of educational decisions at all levels of the education system**
- Is committed to the goal of school improvement
- Accepts responsibility for fostering that goal through any legitimate opportunity
- Able to exercise leadership, both formal and informal, with groups of adults inside and outside the school
- Has a broad framework from which to understand the relationship among decisions at many different levels in the education system

### Career Development

- page 35

**Stage I (simplistic)**
- Easy beginnings: developing positive relationships with students and feeling a sense of instructional mastery and enthusiasm
- Painful beginnings: experiencing role overload, anxiety, difficult students, close monitoring, and professional isolation

**Stage 2 (conformist)**
- Making a commitment to the profession and the employer making a commitment to the teacher
- Feeling confident about one's basic instructional skills
- Feeling integrated into a group of peers
- Possibly seeking greater responsibilities

**Stage 3 (conscientious)**
- Some teachers moving into "master teacher" status or seeking promotion to positions of greater responsibility
- Other teachers experiencing mediocre instructional success and considering alternative careers

**Stage 4 (inner-directed)**
- Other teachers becoming better and cynical and stop seeking opportunities for professional development
- Some teachers "contracting" by specializing in what they do best
- Other teachers becoming disenchanted, tired, and bitter about past experiences with change

### Psychological Development

- page 36

**Nonuse**
- The teacher has no knowledge of or involvement with the new curriculum

**Orientation**
- The teacher is acquiring information about the new curriculum

**Preparation**
- The teachers preparing for the first use of the new curriculum

**Mechanical use**
- The teacher is trying to master the basics of the new curriculum

**Routine**
- The teacher’s use of the new curriculum is stabilized

**Refinement**
- The teacher varies use of the new curriculum to increase its impact on students

**Integration**
- The teacher combines his or her own efforts with those of colleagues to maximize the benefits of the new curriculum for students

**Renewal**
- The teacher reevaluates his or her quality of use of the curriculum, modifies the new curriculum in a major way to improve its effectiveness, studies new developments relating to the curriculum, searches for new alternatives, and explores new goals for self-improvement or improvement of aspects of the school systems that relate to the curriculum

### Stages of Development

<table>
<thead>
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### Levels at which Teachers Implement Educational Change

- page 95

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### Summary

Leathwood's Multidimensional Model outlines the stages of development for teachers implementing a new curriculum. The model is divided into four main stages: Developing Survival Skills, Becoming competent in the basic skills of instruction, Expanding one's instructional flexibility, and Acquiring instructional expertise. Each stage builds upon the previous one, helping teachers develop their skills and expertise in implementing new educational initiatives. The model also highlights the importance of teachers contributing to the growth of colleagues' instructional expertise and participating in a broad array of educational decisions at all levels of the education system. The Psychological Development framework further describes the levels at which teachers implement educational change, from nonuse to renewal, providing a comprehensive guide for educators to adapt and improve their teaching practices.
Once we determine what is worth teaching, we must teach it well. When we do, students will provide evidence of learning in each of the four levels of Webb’s Depth of Knowledge.

Teachers are encouraged to construct a list of developmentally appropriate verbs. The District will print a poster for individual teachers that include verbs, teacher’s name, class, and any other relevant information.