

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

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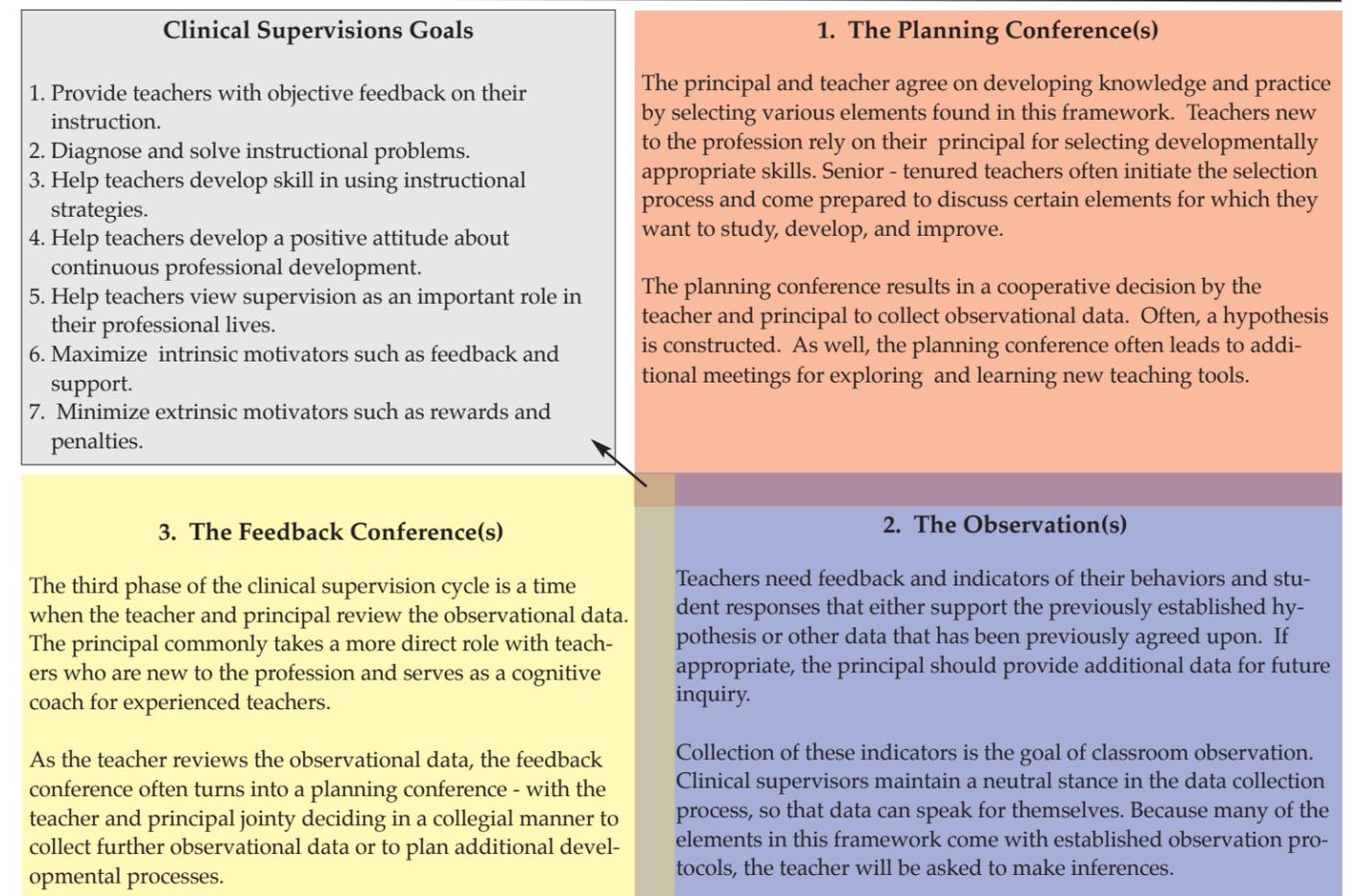
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Teacher-Centered Development: A Model for Clinical Supervision

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 & Acheson, 2010, p. 5). Arthur Bloomberg 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, and make data-driven-decisions 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.



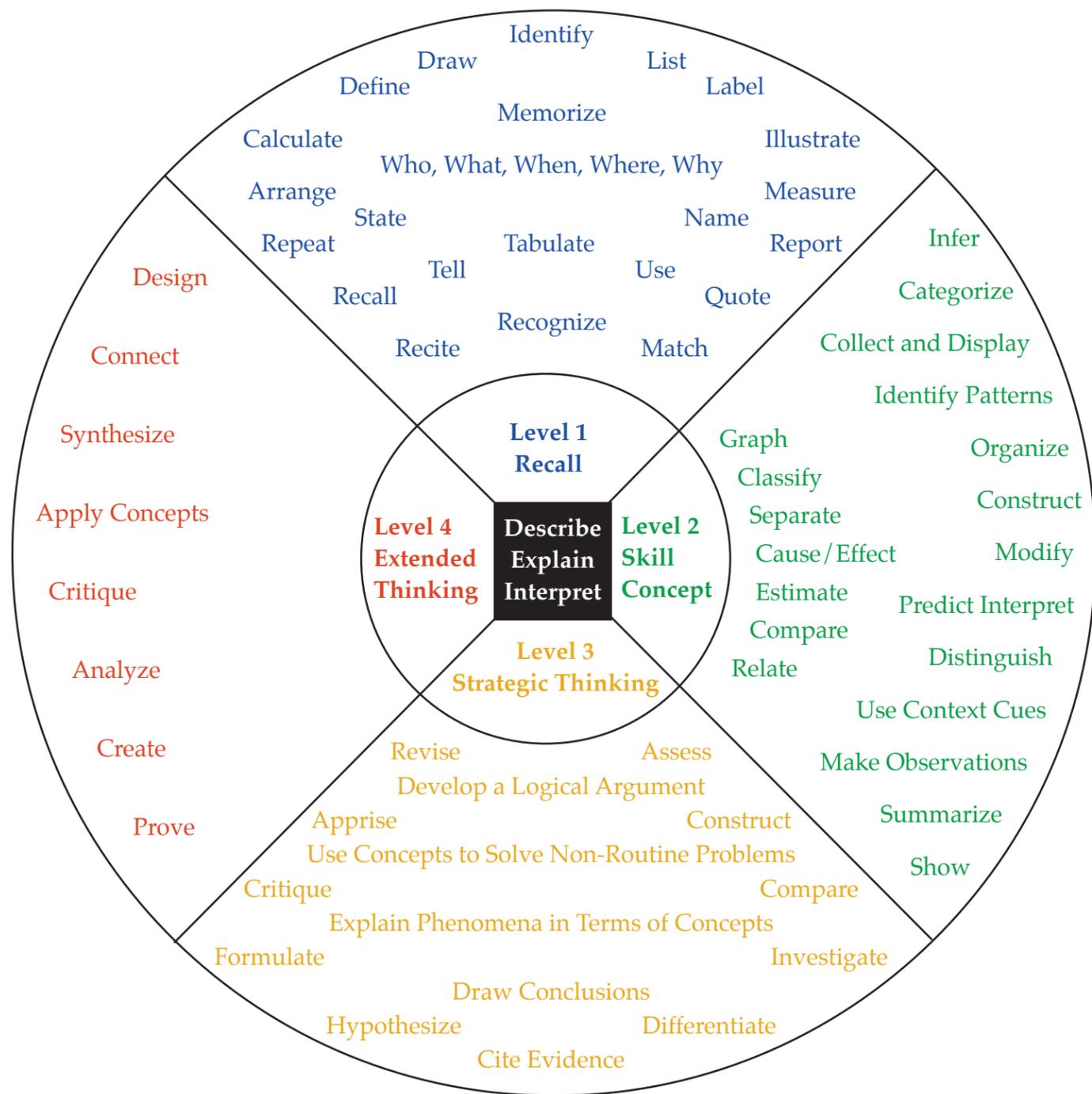
Teacher Knowledge and Skills

Elements	Probationary Status → Tenured/Permanent Status →			
	Beginning	Emerging	Advanced	Mastery
Common Core Curriculum Planning and Preparation Resources: Danielson, C. (n.d.). <i>Enhancing Professional Practice: A Framework for Teaching, 2nd Edition</i> (2nd edition). National Common Core Standards	<ul style="list-style-type: none"> Implements the Common Core Readiness standards, lesson design, Depth of Knowledge, assessments, and classroom management that will allow for the widest possible range of students to participate fully, along with appropriate accommodations, including students with special needs (i.e., special education, English Language Learners, etc.) Teachers will teach the standards and establish what students need to learn. 	<ul style="list-style-type: none"> Makes thoughtful decisions on how to increase rigor using Depth of Knowledge, Essential Questions, and incorporates technology into learning activities. Devises own lesson plans and curriculum. Tailors instruction to individual student needs Writes grade/content level common formative assessments to determine consistent goals and benchmarks that ensure students are progressing. Incorporates differentiated instruction. Addresses grade level standards; creates thematic units, 	<ul style="list-style-type: none"> All text and writing samples exemplify the level of complexity and quality that the Standards require Applies critical analysis of thinking to real-world issues and challenges (problem solving, collaboration, communication, critical-thinking.) Skills are interwoven into all the standards in a complex - interdisciplinary style where the student is the entrepreneur and innovator of the content. 	<ul style="list-style-type: none"> Fully integrates year-long units, creates performance tasks, mentors other teachers Content standards and curricula are coherent; articulated over time as a sequence of topics and performances that are logical and reflect, where appropriate, the sequential or hierarchical nature of the disciplinary content from which the subject matter derives. What and how students are taught should reflect topics that fall within a certain academic discipline, and key ideas that determine how knowledge is organized and generated within that discipline.
Teaching Models & Instruction Resources: Danielson, C. (n.d.). <i>Enhancing Professional Practice: A Framework for Teaching, Models of Teaching</i> (8 edition).	<ul style="list-style-type: none"> Demonstrates effective Direct Instruction by the end of the first semester and Cooperative Learning by the end of the second semester. Clearly communicates in written and spoken lessons Appropriate in quality, pacing and in engagement for students age. 	<ul style="list-style-type: none"> Suggests to Principal a new teaching model for Clinical Supervision Cycle. 	<ul style="list-style-type: none"> Masters one new teaching model each year, which aligns with a specific, appropriate content area. 	<ul style="list-style-type: none"> Establishes a deep repertoire of research-based teaching strategies.
Classroom Environment Resources: Danielson, C. (n.d.). <i>Enhancing Professional Practice: A Framework for Teaching, 2nd Edition</i> (2nd edition).	<ul style="list-style-type: none"> Learns the emergency drills, facility use procedures, and advisory duties. Learns absent request, maintenance request, staff requisition, vehicle request, and purchase order procedures. Reviews student/parent handbook. Initiates a consistent communication process with parents to discuss student needs. Develops class rules and expectations. Logical consequences are set by teacher and discussed with students. Rules and consequences are posted in a prominent area in the classroom. 	<ul style="list-style-type: none"> Facilitates smooth transitions between lessons and manages time effectively. Frequently reviews classroom rules and expectations with students and gives examples of appropriate behavior. Arranges student seating and student learning areas strategically. Makes a concerted effort to learn student interest and individual student information and uses information to plan for teaching opportunities. Acts as facilitator/coach of conflict resolution allowing students to adjust behavior as appropriate. 	<ul style="list-style-type: none"> Encourages students to provide input on classroom set-up and seating arrangements. Able to use advanced technology in the classroom as learning tools, organize and compare data, deliver 21st century projects with multimedia to create student projects. Encourages students to be enthusiastic about the subject matter and to take ownership in their commitment to learning. Willing and able to lead the New teacher induction program as a model for classroom environment. 	<ul style="list-style-type: none"> Facilitates discussions, initiated by students, suggested modifications to established rules and consequences. Facilitates student led activities that promote school and community-wide initiatives in the areas of: good citizenship, and community service. Effectively implements transformative pedagogy to guide students through increased levels of interaction, activity, and results toward learning activities. Effectively becomes a role model for all students.
Equality and Equity Resources GESA TESA	<ul style="list-style-type: none"> Uses a system that promotes equal opportunities for students to participate in learning activities. Identifies high and low achievers for targeted opportunities for participation, feedback, & proximity. Identifies and targets equal opportunities based on gender and ethnicity. 	<ul style="list-style-type: none"> Collaborates with BSA mentor, colleague or principal to collect and analyze data based on TESA or GESA. Identifies areas for improvement based on feedback from other professionals. Develops a working definition for equality, equity, and diversity and acts of those definitions. 	<ul style="list-style-type: none"> Seeks student and parent feedback and adjust teaching strategies for meeting individual student needs Designs and implements differentiated instruction within the classroom 	<ul style="list-style-type: none"> Designs and implements differentiated instruction with other teachers from other departments or grade levels Teaching practice involves the provision of student voice for democratic processes in the classroom. Anonymous student and teacher feedback reflects trust and confidence in teacher behavior.
Professional Responsibilities Resources: Danielson, C. (n.d.). <i>Enhancing Professional Practice: A Framework for Teaching, 2nd Edition</i> (2nd edition).	<ul style="list-style-type: none"> Establishes a habit of posting grades and comments on Powerschool and provides the office. and parents all necessary, required student records. Attends and participates in Parent - Teacher. Conferences, Back to School and Open House, and IEP's. Establishes positive relationships with co-workers. Actively Engages in the BSA program. Shows evidence of serving all students. 	<ul style="list-style-type: none"> Keeps effective student records and information. Participates in school functions and activities for parents to establish communication, seek info from families. Establishes and maintains a classroom website Participates in district projects, and afterschool programs. maintains cordial and collegial relationships with coworkers - including PLC's - to better serve students. 	<ul style="list-style-type: none"> Records on students address progress and needs Provides frequent info to parents, reviews survey information, discuss progress and concerns Provides support to coworkers, volunteers for projects. 	<ul style="list-style-type: none"> Involves students in preparing information for families, and provides frequent information, compiles survey information. Initiates prof developments and mentors new teachers Takes leadership role, is highly proactive in seeking out resources, challenges negative attitudes and helps ensure all students are served.
Student Motivation Resources: Dweck, C. S. (2006). <i>Mindset: The new psychology of success.</i> New York, NY: Random House. Ryan, R. M., & Deci, E. L. (2000). Intrinsic and extrinsic motivations: Classic definitions and new directions. <i>Contemporary Educational Psychology</i> , 25, 54-67	<ul style="list-style-type: none"> Understands basic concepts of intrinsic and extrinsic motivation and potential triggers for each. Can identify teaching moments that could squelch intrinsic motivation. Understands basic idea of mindsets (growth versus fixed). Recognizes that fixed and growth mindsets can be influenced by the learning environment. 	<ul style="list-style-type: none"> Can design units and lessons that nurture and enhance intrinsic motivation and effectively use extrinsic motivation to keep students engaged. Understands how different types of assessments can impact motivation. Understands that mindset plays in role student engagement and achievement. Understands that the feedback they provide can cultivating fixed versus growth mindsets. 	<ul style="list-style-type: none"> Can plan a full class with units and lessons that are balanced to maintain intrinsic motivation while still including the often necessary elements of extrinsic motivation. Can vary assessments to maintain intrinsic motivation as much as possible while still obtaining necessary information. Can differentiate between specific types of feedback that would be more likely to promote growth and fixed mindsets in students. Understands how to counterbalance fixed beliefs with growth-focused feedback and encouragement. 	<ul style="list-style-type: none"> Can plan a full class with units and lessons that are balanced to maintain intrinsic motivation while still including the often necessary elements of extrinsic motivation. Can vary assessments to maintain intrinsic motivation as much as possible while still obtaining necessary information. Can differentiate between specific types of feedback that would be more likely to promote growth and fixed mindsets in students. Has an understanding of how to counterbalanced fixed beliefs with growth-focused feedback and encouragement.
Creativity Resources: Beghetto, R. A. (2013). <i>Killing ideas softly? The promise and perils of creativity in the classroom.</i> Charlotte, NC: Information Age Publishing. Beghetto, R. A., & Kaufman, J. C. (2010). <i>Nurturing creativity in the classroom.</i> New York: Cambridge. Kaufman, J. C. (2009). <i>Creativity 101.</i> New York: Springer	<ul style="list-style-type: none"> Understands basic concepts of student creativity, including: creativity is a combination of originality and task appropriateness; creativity and learning are complementary; and believes that they are capable of teaching for and with creativity. Can identify and avoid common myths about creativity. Aware of features of the learning environment that can support or stifle student creativity. 	<ul style="list-style-type: none"> Can design a unit or lesson that incorporates potential student creativity. Can design an assessment that allows for potential student creativity. Can respond to in-the-moment creativity during class time without squelching creativity or allowing chaos 	<ul style="list-style-type: none"> Can design a unit or lesson that promotes student creativity. Can design an assessment that promotes student creativity. Can draw out student responses to elicit some level of "mini-c" creativity from any student willing to partake in the process. 	<ul style="list-style-type: none"> Can help nurture student creativity with feedback, encouragement, and guidance to help students rise from mini-c to little-c creativity (if they so desire). Can identify how they might make adjustments to existing lessons, activities, and assessments to incorporate creativity. Can support colleagues in developing more creative lessons, activities, and assessments.
	Teacher improves in sequential and incremental steps by focusing on one element at a time	Teacher improves by organizing natural relationships between two or more elements with an emphasis on learning	Teacher improves by integrating several elements in practice, focusing on student learning	Planning, teaching, is clinical, artful, and natural. Views elements of this framework as an inter-related system
	Principal as Direct Instructor	Principal as Guide	Principal as Coach	Principal as Facilitator, Coach and Colleague

Stages of Development

<p>Leathwood's Multidimensional Model</p> <p>page 33-34</p>	<p>Developing Survival Skills</p> <ul style="list-style-type: none"> Partially developed classroom management skills Limited skill is use of several teaching models Student assessment is primarily summative 	<p>Becoming competent in the basic skills of instruction</p> <ul style="list-style-type: none"> Well-developed classroom management skills Well-developed skill in several teaching models Student assessment begins to reflect formative purposes 	<p>Expanding one's instructional flexibility</p> <ul style="list-style-type: none"> Automatized 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 	<p>Acquiring instructional expertise</p> <ul style="list-style-type: none"> 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 	<p>Contributing to the growth of colleagues' instructional expertise</p> <ul style="list-style-type: none"> 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 	<p>Participating in a broad array of educational decisions at all levels of the education system</p> <ul style="list-style-type: none"> 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 		
<p>Career Development</p> <p>page 35</p>	<p>Launching the career</p> <ul style="list-style-type: none"> 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 	<p>Stabilizing</p> <ul style="list-style-type: none"> 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 	<p>Facing new challenges</p> <ul style="list-style-type: none"> 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 	<p>Reaching a professional plateau</p> <ul style="list-style-type: none"> Some teachers no longer striving for promotion and become the backbone of the school Other teachers becoming better and cynical and stop seeking opportunities for professional development 	<p>Preparing for retirement</p> <ul style="list-style-type: none"> Some teachers "contracting" by specializing in what they do best Other teachers becoming disenchanted, tired, and bitter about past experiences with change 			
<p>Psychological Development</p> <p>page 36</p>	<p>Stage I (simplistic)</p> <ul style="list-style-type: none"> See choices as black and white Believes strongly in rules and roles View authority as the highest good Discourage divergent thinking and rewards conformity and rote learning 	<p>Stage 2 (conformist)</p> <ul style="list-style-type: none"> Wish to be like peers Provide instruction with explicit rules that do not accommodate individual differences or special circumstances 	<p>Stage 3 (conscientious)</p> <ul style="list-style-type: none"> Appreciate multiple possibilities for explaining and designing instruction Appreciate the need for exceptions to rules, given the circumstances Provide rationally planned instruction that is achievement-oriented and grounded in good interpersonal communication 	<p>Stage 4 (inner-directed)</p> <ul style="list-style-type: none"> Appreciate the interdependent nature of relationships and therefore establish classroom control collaboratively with students Appreciate multiple perspectives and synthesize them Understand the reasoning behind rules and therefore can apply them wisely Can provide instruction that balances interpersonal and academic-achievement orientations Encourages students to engage in complex cognitive functions 				
<p>Levels at which Teachers Implement Educational Change</p> <p>page 95</p>	<p>Nonuse</p> <p>The teacher has no knowledge of or involvement with the new curriculum</p>	<p>Orientation</p> <p>The teacher is acquiring information about the new curriculum</p>	<p>Preparation</p> <p>The teachers preparing for the first use of the new curriculum</p>	<p>Mechanical use</p> <p>The teacher is trying to master the basics of the new curriculum</p>	<p>Routine</p> <p>The teacher's use of the new curriculum is stabilized</p>	<p>Refinement</p> <p>The teacher varies use of the new curriculum to increase its impact on students</p>	<p>Integration</p> <p>The teacher combines his or her own efforts with those of colleagues to maximize the benefits of the new curriculum for students</p>	<p>Renewal</p> <p>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</p>

Webb's Depth of Knowledge



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.

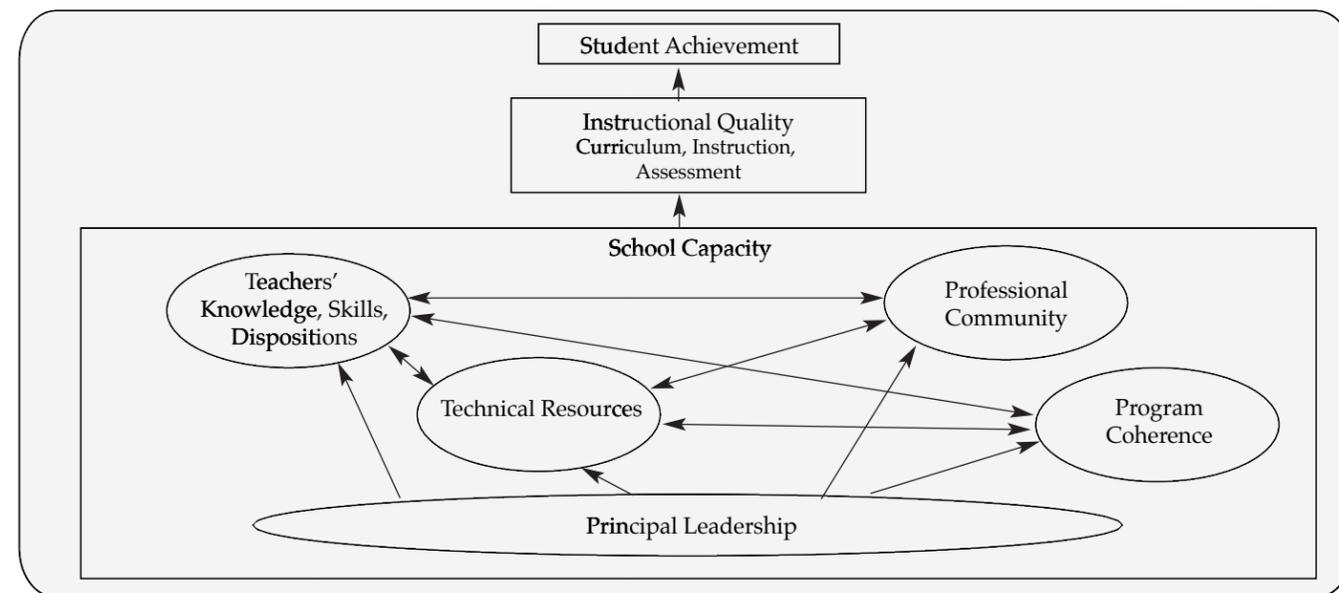
Teacher Development Framework Purpose

The purposes for this framework are to: think about and develop instructional excellence; develop collegiality; develop common discourse in order to communicate efficiently and effectively; promote an organization that places a high value on learning both that the student level and the teacher level; and model what we expect from others.

Conceptual Maps

School capacity increases when certain aspects within the school improve: teachers' knowledge, skills, and dispositions; professional community; program coherence; technical resources; and, principal leadership.

Professional Development That Addresses School Capacity



Teaching is behavior that increases the probability of learning

