



MCSD TEACHER EVALUATION PROCESS

The Morrow County School District Teacher Evaluation Process was developed as a result of SB 290 and the requirements to improve student performance in meeting state standards.

Charlotte Danielson "Enhancing Professional Practices: A Framework for Teaching 2011"

Book focuses on four domains of professional practice:

1. Planning and Preparation

2. The Classroom Environment

3. Instruction

4. Professional Responsibilities

- Each Domain contains five or six Components which are then broken into bulleted elements. Danielson's work, based on 22 years of research, provides standards that link teaching to improved learning.
- Our evaluation system provides a means to identify areas of strengths as well as needs in employee performance. The opportunity to dialogue between administrators and licensed professionals is essential to determine priorities and provide assistance. The evaluation process encourages licensed personnel to master a research-based teaching framework and then to try new strategies and ideas to make improvements for student performance using action research techniques.

MCSD Standards for Evaluation

Domain One- **Planning and Preparation:**

Educators' plans based on extensive content knowledge and understanding of students, are designed to engage students in significant learning. All aspects of the educator's plans - instructional outcomes, learning activities, materials, resources, and assessments - are in complete alignment and are adapted as needed for individual students.

MCSD Standards for Evaluation

Domain Two-Classroom Environment:

The classroom environment functions smoothly, with highly positive personal interactions, high expectations, and student pride in work, seamless routines, clear standards of conduct, and a physical environment conducive to high-level learning.

MCSD Standards for Evaluation

Domain Three- Instruction:

All students are highly engaged in learning and make material contributions to the success of the class through their participation in discussions, active involvement in learning activities, and use of assessment information in their learning. The educator persists in the search for approaches to meet the needs of every student.

MCSD Standards for Evaluation

Domain Four-**Professional Responsibilities:**

The educator's ethical standards and sense of professionalism are highly developed, showing perceptive use of reflection, effective systems for record keeping and communication with families, leadership roles in both school and district projects, and extensive professional development activities.

Probationary Teachers Evaluation Process

- First Year Probationary Teachers are required to demonstrate Emerging Professional performance in ten component areas.

Domain One - Planning and Preparation:

- 1 a: Demonstrating Knowledge of Content and Pedagogy
- 1 c: Selecting Instructional Outcomes
- 1 e: Designing Coherent Instruction

Domain Two - The Classroom Environment

- 2a: Creating an Environment of Respect and Rapport
- 2c: Managing Classroom Procedures
- 2d: Managing Student Behavior
- 2e: Organizing Physical Space

Domain Three - Instruction

- 3a: Communicating with Students (Clearly and Accurately)
- 3d: Using Assessment in Instruction

Domain Four - Professional Responsibilities

- 4b: Maintaining Accurate Records

Second Year Probationary Teachers:

Second Year Probationary Teachers are required to demonstrate Professional performance in twenty component areas (the first year probationary 10 plus 10 new component areas). There are at least five component areas in each of the four domain areas as follows:

Domain One - Planning and Preparation:

- 1 a: Demonstrating Knowledge of Content and Pedagogy**
- 1 b: Demonstrating Knowledge of Students**
- 1 c: Selecting Instructional Outcomes**
- 1 e: Designing Coherent Instruction**
- 1 f: Assessing Student Learning**

Domain Two - The Classroom 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 Three - Instruction

- 3a: Communicating with Students (Clearly and Accurately)**
- 3b: Using Questioning and Discussion Techniques**
- 3c: Engaging Students in Learning**
- 3d: Using Assessment in Instruction**
- 3e: Demonstrating Flexibility and Responsiveness**

Domain Four - Professional Responsibilities

- 4a: Reflecting on Teaching**
- 4b: Maintaining Accurate Records**
- 4c: Communicating with Families**
- 4d: Participated in a Professional Community**
- 4f: Showing Professionalism**

Third Year Probationary Teachers:

- Third Year Probationary Teachers are required to demonstrate Professional performance in all twenty-two component areas. There are at least five component areas in each of the four domain areas as follows:

Domain One - Planning and Preparation:

- 1a: Demonstrating Knowledge of Content and Pedagogy
- 1b: Demonstrating Knowledge of Students
- 1c: Selecting Instructional Outcomes
- 1d: Demonstrating Knowledge of Resources
- 1e: Designing Coherent Instruction
- 1f: Designing Student Assessments

Domain Two - The Classroom 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 Three - Instruction

- 3a: Communicating with Students (Clearly and Accurately)
- 3b: Using Questioning and Discussion Techniques
- 3c: Engaging Students in Learning
- 3d: Using Assessments in Instruction
- 3e: Demonstrating Flexibility and Responsiveness

Domain Four - Professional Responsibilities

- 4a: Reflecting on Teaching
- 4b: Maintaining Accurate Records
- 4c: Communicating with Families
- 4d: Participating in a Professional Community
- 4e: Growing and Developing Professionally
- 4f: Showing Professionalism

Contract Teachers:

Contract teachers undertake an evaluation process where they are evaluated on a two year cycle rather than on a yearly cycle like the probationary. The two year cycle for Contract teachers will consist of an evaluation year followed by a review year. The Contract teacher is evaluated using the framework for teaching, but the number of components is reduced to fifteen. While all contract teachers must maintain professional performance in all 22 component areas of the framework for teaching, for the purposes of evaluation of the contract teacher the evaluator will only focus on the 15 maintenance areas as identified by the district.

The 4th year (Review year) contract teacher will begin next year evaluation cycle and complete teacher self-assessment reflection set annual goals as in previous years (goal planning session will be completed previous year prior to May 15). The evaluation cycle will consist of four informal/walkthrough observations based on 15/22 components of the teaching framework and the development of a Best Practice: SIOP folder. At the end of the year the administrator will complete a one page write-up of what was observed.

Domain One - Planning and Preparation:

- 1a: Demonstrating Knowledge of Content and Pedagogy
- 1b: Demonstrating Knowledge of Students
- 1d: Demonstrating Knowledge of Resources.
- 1f: Designing Student Assessments

Domain Two - The Classroom Environment

- 2a: Creating an Environment of Respect and Rapport
- 2b: Establishing a Culture for Learning
- 2c: Managing Classroom Procedures

Domain Three - Instruction

- 3c: Engaging Students in Learning
- 3d: Using Assessments in Instruction
- 3e: Demonstrating Flexibility and Responsiveness

Domain Four - Professional Responsibilities

- 4a: Reflecting on Teaching
- 4c: Communicating with Families
- 4d: Participating in a Professional Community
- 4e: Growing and Developing Professionally
- 4f: Showing Professionalism

Probationary teachers evaluation process:

1. Sign Job Descriptions
2. Participate in Teacher In-Service of Evaluation and Supervision Process
4. Complete teacher self reflection
5. Write growth goals (Per handbook description)
6. Fall Goal setting conference and submit goals
7. 2 informal visits/observations
8. 2 formal observations
9. Mid year goal progress check meeting
10. Summative evaluation-Notification of future employment
March 15
11. Teachers to notify district of intent to accept or decline employment by April 15
12. April/Spring: Begin next year evaluation cycle
13. Complete teacher self-assessment reflection
14. Informal visits and formal observations
15. May attend workshops/classes to prepare for next school year
16. Final goal conference session completed prior to May 15

Contract teacher evaluation process:

1. Participate in Teacher In-Service of Evaluation and Supervision Process
2. Complete teacher self reflection
3. Write growth goals (Per handbook description)
4. Fall Goal setting conference and submit goals
5. 4 informal visits/observations (4th year-Off year)
6. 2 informal visits/observations (5th year-Review year)
7. 1 formal observation (5th year-review year)
8. Mid year goal progress check meeting
9. Summative evaluation-Notification of future employment March 15-Review year
10. (4th year-Off year) End of the year- Administrator completes one page write-up of what was observed.
11. Teachers to notify district of intent to accept or decline employment by April 15
12. April/Spring: Begin next year evaluation cycle
13. Complete teacher self-assessment reflection
14. Informal visits and formal observations
15. May attend workshops/classes to prepare for next school year
16. Final goal conference session completed prior to May 15

MCSD Informal Observation Process:

- Informal observations may take place throughout the school year. Following are suggestions for making the informal visits helpful and meaningful.
- Observe at different times of the day.
- Observation may be by the supervisor dropping in as well as by teacher invitation.
- Exchange of feedback (verbal and/or written) should occur as soon as is practical after the observation.
- A written observation report or informal observation record will be completed when deemed appropriate by the supervisor or informal observation record.
- Observation can occur during any phase of the teacher's duties – in the classroom; while supervising students in the hallway or playground; in meetings with parents or staff, etc.

AN OVERVIEW OF THE EVALUATION AND OBSERVATION PROCESS

The evaluation process includes the following steps:

A. Applicable to all teachers as specified:

| | |
|--|---|
| 1. Goal conferences with supervisor | A. By October 1 collaborate in setting student growth goals (2 goals) SMART goal process to be used B. Meet with teacher mid-year to discuss progress, change in strategies C. Self-assessment/reflection as part of end of year goal setting meeting |
| 2. Informal/walk through observation(s) | 2. Minimum of 2 required for all teachers by February 15. Minimum of 4 for all contract teachers during off year of formal observation |
| 3. Formal observation(s) | 3. Required for all teachers annually (based upon placement in the evaluation cycle) 1 st , 2 nd , and 3 rd year teachers: 2 by February 15, with Summative due prior to March 1. Contract teachers: minimum of 1 by February 15, or every other year. Review Year contract teachers- Formal observation not required |
| 4. Written Evaluation & Conference | 4. Required annually for all teachers by March 1. MCSD will notify Board by March 15. |

FORMAL OBSERVATION PROCESS

I. Pre-Conference*

The supervisor and teacher meet to discuss items of mutual interest concerning the observation. The data collection to be used during the observation will be identified and mutually understood by the supervisor and teacher. May be waived by mutual consent of teacher and supervisor.

II. Observation

During the classroom observation, the supervisor will collect specific data based on the SIOP Strategies as well as Danielson's domains and corresponding subcomponents. The length of observation will be no less than a cohesive portion of an instructional period or meeting.

III. Post Conference

As soon as is practical after the observation, a conference will be scheduled. The supervisor and teacher will discuss the data. From this evidence, areas of reinforcement and /or improvement could be established. The date and time of the next observation may be set. A written observation report will be completed.

Evaluation Process Common Understanding:

A. Probationary Teacher Definition

Probationary teachers are those teachers in their first three years of employment in the Morrow County School District.

B. Applicable only to those teachers whose performance does not meet the standards set by the district.

Program of Assistance for Improvement; "P.A.I.'s" will be used upon contract teacher non-extensions and/or when a teacher is minimally or not meeting standards.

C. Evaluation Forms

The District provides a prescribed form for informal and formal teacher evaluation. *See Evaluation Handbook*

D. Timeline to Master Danielson Framework

It was decided that the probationary teachers (teachers in their first 3 years of employment in MCSD) would spend three years mastering the framework, which would create a common teaching framework for the entire district. *See Evaluation Handbook*

E. The development of a SIOP/BEST Practice Folder is intended to compliment each teacher's professional growth process by having the teacher showcase elements of their SIOP teaching techniques and District Best Practices. It is connected to our Teacher evaluation process as it is inclusive of Multiple measures that connect to Professional Practice, Professional responsibility as well as student learning and growth.

See Evaluation Handbook

Teacher Evaluation Goals

- Morrow County School District Evaluation Plan calls for each teacher to set annual measurable goals based on agreed data points, evaluation reflection form and SIOP/Best Practice guidelines. This is an ongoing, collaborative process between all teachers and their evaluators. **Teachers will complete goal setting form at the start of the school year by October 1 and follow yearlong goal conference process.**
- To determine goal attainment (see table below). Teachers must specify what data and/or evidence will be provided to document progress on each goal:
- Teachers who are responsible for student learning in tested subjects and grades (i.e., ELA and mathematics in grades 3-8, 11) will use state assessments as one measure (Category 1) and will also select one or more additional measures from Category 2 or 3 that provide additional evidence of students' growth and proficiency/mastery of the standards, and evidence of deeper learning and 21st century skills.
- Teachers in non-tested (state test) subjects and grades will use measures that are valid representations of student learning standards from any of the types of measures, based on what is most appropriate for the curriculum and students they teach.
- Evidence of these evaluations will be included in teacher SIOP/Best Practice Folder

Types of Measures for Student Learning and Growth for Teacher Evaluations

From the Oregon Framework for Teacher and Administrator Evaluation and Support Systems, July 2012

| Category | Types of Measures (aligned to standards) | Examples include, but are not limited to: |
|----------|---|--|
| 1 | State or national standardized tests | Oregon Assessment of Knowledge and Skills (OAKS), SMARTER Balanced (when adopted), English Language Proficiency Assessment (ELPA), Extended Assessments |
| 2 | Common national, international, regional, district-developed measures | ACT, PLAN, EXPLORE, AP, IB, DIBELS, C-PAS, other national measures; or common assessments approved by the district or state as valid, reliable and able to be scored comparably across schools or classrooms |
| 3 | Classroom-based or school-wide measures | Student performances, portfolios, products, projects, work samples, tests |

Best Practice Professional Folder and Expectations Requirements for Certified Teachers in Morrow County

Instructional Requirements

Requirement #1: Goal Setting

Two SMART goals based on teacher evaluation model.

Requirement #2: SIOP participation

Buildings can determine their own process to collect evidence related to SIOP/Constructing Meaning/Focused Approach implementation:

Content and Language Objectives applied to instruction.

SIOP/Constructing Meaning/Focused Approach Instruction aligned to Common Core Standards

Evidence of SIOP/Constructing Meaning/Focused Approach instruction embedded in Unit of study, lesson plans.

Evidence of SIOP/Constructing Meaning/Focused Approach instruction collected through Peer and/or administrative observation process.

Evidence of SIOP/Constructing Meaning/Focused Approach utilized in developing Formative Assessments.

Mandatory SIOP/Constructing Meaning/Focused Approach reflection documentation

Requirement #3: District RTI and PLC participation

- Participate in MCSD RTI trainings and PLC meetings with colleagues to focus on curriculum, instruction, assessments, increasing student learning, etc. Collect artifacts from meetings to be used in your instructional planning/classroom.
- Implement CCSS horizontal alignment, participate in data discussions around standards based assessments. Collect artifacts from meetings to be used in your instructional planning/classroom.
- At least one professional artifact related to RTI professional development & District PLC meeting (minimum 2 artifacts). Artifacts should demonstrate an array of resources. Artifacts may include, but are not limited to:
 - Creating shared materials/lessons- SIOP-Focused Approach-Constructing Meaning-PLC-RTI-Common Core
 - Implement Horizontal Alignment of Common Core standards
 - Evidence of RTI procedures, process, system
 - Evidence of Common Assessment implemented into practice
 - Utilize Data collections/tools/analysis/used to improve student learning

SIOP Folder Requirements:

- *The SIOP Professional Folder is intended to compliment each teacher's professional growth process by having the teacher showcase elements of their SIOP teaching techniques. The folder tells a powerful story and allows each classroom teacher to reflect upon practice.*
- Evidence of each required item listed above shall be presented in your Best Practice folder to be submitted to the building administrator by the first working day of April.