


Teacher/Principal Evaluation

Presented by - Ashland-Greenwood Public Schools


Dr. Zach Kassebaum - Superintendent
Jill Finkey - Curriculum Director
Kristi Bundy - 6th Grade Teacher/Nebraska 2014 Teacher of the Year
Brad Jacobsen-6-12 Principal
Teresa Bray-PreK-5 Principal

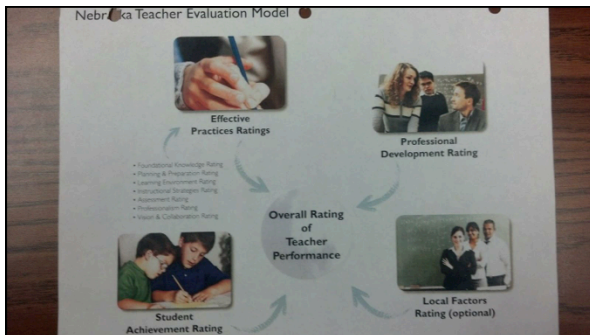


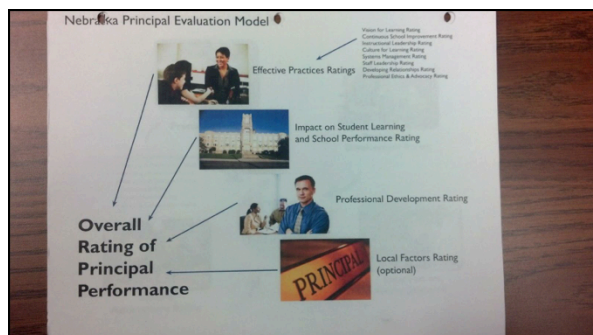
What is it?

- NDE Pilot program (year 2)
- NASB Article (good overview)

<http://members.nasbonline.org/NewsandResources/SchoolLeadersBulletin/NASB%20Bulletin/Board%20Notes%20-%20Nov14.pdf>









The Model (3 parts that are rated, 1 overall rating)

- Effective Practices Rating
 - Foundational Knowledge, Planning & Preparation, Learning Environment, Instructional Strategies, Assessment, Professionalism, Vision & Collaboration
- Student Achievement Rating (tied to student data)
- Professional Development Rating (Self improvement)
- OPTIONAL Local factor (we have none)
- All together for an overall rating (not a mathematical formula)



Common Language of Instruction

- History at the A-G 6-12 Building:
 - We (I was a teacher) had no connection to our 'model' of instruction (once a year for evaluation purposes)
 - We would not grow if we didn't have clear performance expectations
 - So, we began to re-teach, review, self-assess, set goals, develop our staff with the model we had
 - We got better, but, we found we did not LIKE the model we had



Common Language of Instruction

•History at the A-G 6-12 Building:

- Meanwhile....The PILOT evaluation project began work at NDE & we jumped on board and had a role (Jill Finkey and Kristi Bundy) on the evaluation committee (42 schools started, 17 kept going).
- Then, we became aware of the Marzano Academies available to be trained in the framework and that the pilot project was going to 'support' the Marzano framework as an instructional model....and we wanted something more robust....



Common Language of Instruction

Marzano's Instructional Framework - Lesson Design and Delivery

- Marzano Book Studies and Strategies - prior to 2011
- Marzano Academy Team I - 2012/2013
 - 8 MS/HS teachers and 2 Admin.
- Marzano Academy Team II - 2013/2014
 - 8 ELE teachers and 2 Admin.
- Building level PLC topic - 2012/2013 - ongoing
- District In-service PD topic - 2012-2013 - ongoing



Nebraska Teacher/Principal Pilot

QUESTIONS?



Principal Evaluation

- Professional Development Goals
 - (Professional Development Rating)
- Action Plans
 - (Impact on Student Learning and School Performance Rating)
 - Informed by Data
 - Aligned to District/SIP goals
 - Building Specific (mine is formative assessment, authentic grading, and REDUCTION OF FAILING students)



Teacher Evaluation Implementation

- Adding monthly Early Outs for PD to school calendar
- Moved to a 2 year evaluation cycle
- Local Evaluation Committee of teachers formed
- Monthly Evaluation PLC's to train and learn together
- Increased observations - walk-through's, informals, and formals
 - *Frequent, targeted feedback*
 - *iObservation tool for formal and informal observations*
- Multiple oppt. for staff feedback/input/questions



Teacher Evaluation

- Classroom Observations
 - (Inform - Effective Practices Rating)
 - walk-throughs, informals, formals
 - Lesson Plan Template - aligned to Marzano Framework
- Student Learning Objectives - SLO's
 - (Student Achievement Rating)
 - Aligned to Principal's Action Plan (forces them to include formative, authentic assessments and to REDUCE failing grades.)



Nebraska Teacher/Principal Pilot - AGPS Implementation Reflections

Challenges

- (time). Pre-Conference, post conference, SLO conference, PD plan conference, Mid-year review of SLO/PD, summatives x 2 for non-tenured, 2-4 walk-through each year, end of year review,
- Paperwork - Forms
 - 7 Effective Practices - Marzano's Instructional Framework
 - though aligned - not seamless
- Student Learning Objectives: the 'threat' of poor performance by student having effect on teacher evaluation
 - Assessment Literacy (we were weak in this area in MS & HS)
 - Progress Monitoring (we were weak in this area in MS & HS)
 - Differentiation (driven by DATA)



Nebraska Teacher/Principal Pilot - AGPS Implementation Reflections

Strengths

- Increase in classroom visits
- Richer conversations between teacher/evaluator - focused on improving teaching and learning
- Student Learning Objectives
- Teacher Buy-In
- Focused Effort



Nebraska Teacher/Principal Pilot

QUESTIONS?
