

APPENDIX C

BESD Certificated Evaluations

Summative Assessment

A. Purpose:

The purposes of the Summative Assessment are:

- To develop effective teaching practices that promotes student achievement.
- To develop teaching proficiency across four domains:
 - planning and preparation
 - classroom environment
 - instruction
 - professional responsibilities
- To help teachers and administrators use a common language to talk about teaching.
- To provide tools for teachers to effectively plan, teach, reflect on, and apply their teaching skills.

The Summative evaluation is meant to assist teachers new to the profession and/or the district, experienced teachers in need of assistance or to maintain competency for successful experienced teachers. Each experienced teacher will have a Summative evaluation a minimum of at least once every four years. They may choose to be evaluated using the Summative Assessment or Summative Short Form on an annual basis. However, barring extraordinary events each certificated staff member will be evaluated using the Formative process at least once every four years.

NOTE:

For those teachers who are on a formative assessment cycle any one of the following conditions will trigger a return to the summative assessment cycle:

- Change of administrator – New building principal or reassignment to a new building or work location.
- Change of assignment resulting in a move to another grade band or position.
- Lack of progress in their formative assessment cycle (professional development program) based on the goals that staff member has established.
- An overall evaluation of less than Basic on two consecutive observations.

B. Standards are based on *Enhancing Professional Practice: A Framework for Teaching* by Charlotte Danielson and provide emphasis and clarity for employees on the summative strand. The four domains provide the categories for standards. Following an initial observation to assure basic competence in all four domains, the emphasis of evaluation will follow the sequence below. Should performance in any domains fall below the basic level, that/those domain(s) will take priority as the area(s) of emphasis.

C. Goals of Summative Assessment

Experienced employees, who are new to the district or Pathwise process, will complete an initial self-assessment at the beginning of their first year. The self-assessment will be used in

conjunction with the new employee's goals to establish the focus for the first year. The second year goals will be based on the first year's evaluation. The teacher and administrator will jointly determine the domain/s of emphasis and the focus for the second year.

For teachers who are pursuing their Professional Certification the support team will be an integral part of monitoring the new teacher's progress.

Experienced employees who have completed their provisional period with the district will develop their goals for the year and share these goals with his/her administrator for the purpose of reflection and refinement.

For employees on a plan of improvement, the administrator will establish the goals, objectives, and milestones that need to be completed.

Domains

1. Planning & Preparation
2. Classroom Environment
3. Instruction
4. Professional Responsibilities

NEW TEACHER (Less than 4 years teaching) – NEW TO DISTRICT OR WITH A RESIDENCY CERTIFICATE

Year 1 Emphasis: Domains 2, 3 – TAP/Mentor

Year 2 Emphasis: Domains 1, 2, 3 – Coach (*as needed*)

Year 3 Emphasis: Domains 1, 2, 3, 4 - Support as needed to complete Professional Cert.

Year 4 Emphasis: Domains 1, 2, 3, 4 - Support as needed to complete Professional Cert.

EXPERIENCED TEACHER (4 years teaching) – NEW TO DISTRICT WITH A PROFESSIONAL OR CONTINUING CERTIFICATE

Year 1 Emphasis: Domains 2, 3 - Mentor

Year 2 Emphasis: Domains 1, 2, 3, 4

EXPERIENCED TEACHER (4 years teaching) – WITH A PROFESSIONAL OR CONTINUING CERTIFICATE; CHANGING ASSIGNMENT, CHANGING PRINCIPAL, OR EVERY FOURTH YEAR

Year 1 Emphasis: Domains 1, 2, 3, 4 – Mentor/Coach (as needed)

D. Procedures

Working collaboratively with colleagues and the building administrator, the teachers new to the district will emphasize the primary teaching domains two and three, in the first year and

domains one, two and three in the second year and all four domains in the third year. At the end of three years all new teachers will have been evaluated in all four domains. The Summative process will continue until completion of the Professional Certification process with emphasis as need to support the employee's progress.

After the third year and with a Continuing or Professional certification, experienced teachers who meet those state requirements can then move to the Formative assessment cycle. New teachers will remain in the Summative cycle until they have completed their Professional Certification requirements. They may then move to the Formative cycle.

Teachers who change assignment or have a new principal may move to the Formative cycle if they have met the Basic level requirements at the end of the first year.

Short Form Evaluation Option

Teachers who have four years experience, a continuing or professional certificate and have completed one summative assessment cycle with a proficient or higher rating may choose to use the short form evaluation. The short form will include a single observation, minimum of 35 minutes, with a pre and post conference, and will be focused on domains 2 and 3. The short form evaluation may be used for no more than two consecutive years with the intervening years being used for either a Formative Assessment or a full Summative Assessment.

The Summative process has a number of steps outlined below:

1. Evaluator reviews job performance expectations with teachers
2. Support teams created (e.g., mentor, teacher, staff development specialist, critical friends group or Support team for Professional Certification) as needed. Peer Mentors or support teams will NOT share observation information with the principal/evaluator without the permission of the member.
3. Support person or teams meet at least monthly to review progress as required for provisional staff or staff on probation.
4. Teacher/administrator holds conference to set plans (prior to initial observation).
 - a. Administrator conducts initial observation (within the first 90 days for all new staff or assignment changes) to ensure basic level of competence in all four domains.
 - b. For provisional staff the administrator completes at least two formal observations (totaling at least 60 minutes) each with a pre and post conference with the emphasis on the evaluation domain(s) for that year.
 - c. Experienced teachers in their Summative cycle will have at least two observations totaling 60 minutes during the course of the year. The first observation of the year will be completed as soon as possible in the school year and will include a pre and post conference. Subsequent observation(s) do not require a pre-conference.
 - d. Experienced teachers in the Summative Short Form Evaluation will have a minimum of one observation totaling at least 35 minutes during the course of the

year. The observation will include a pre and post conference.

5. Teacher/administrator holds conference to review evidence and progress at the end of the year prior to completion of the final evaluation.
6. Administrator completes all Summative assessments by May 15.
7. Forward print copy to personnel, copy to employee, and building file by June 1.

Formative Assessment - Professional Growth Option (PGO)

A. Purpose

The Formative assessment is an opportunity for the member to develop his/her own professional growth plan. The purposes of the Professional Growth Option (PGO) are to:

- Improve student learning
- Align instruction with established student learning standards
- Make informed decisions to improve professional practice
- Develop an ongoing commitment to professional excellence

B. Goals are formal, written statements detailing certificated staff member activities for the purposes of the PGO.

Goals are based on and should include at least one of the following areas:

- State, district, and building goals
- Self assessment and previous Formative evaluations, so goal setting becomes a process of continuous growth
- Professional research and best practices
- Continuing education for professional development
- District's Strategic Plan

Goals

- Are attainable
- Are measurable (the staff member has set some means of measuring their progress toward the goals) – NOTE: Failure to successfully complete a goal is NOT failure to make progress but rather an opportunity to reflect and reevaluate the goal.
- Include a reflective component

Goal development may be based on one or more of the following but is not necessarily limited to the following:

- Student assessment (i.e. classroom assessments and activities, writing continuum, culminating projects, etc.)
- Continuing Education
- Self-assessment based on the Four Domains
- Student records (e.g. disciplinary referrals, diagnostic records, IEP, and 504 plans Identified student needs)
- Professional research
- Other mutually agreed on ideas

C. Procedures

The Formative process is under the direction of the certificated staff member, working collaboratively with his / her administrator. As part of the process, each certificated staff

member completes a self-assessment, selects goals, and develops a plan for achieving the goals (Form PGO-1). The entire process is conducted by the staff member and results in documentation of their professional growth in areas of instruction, classroom environment, professional responsibilities, or planning and preparation. The product of the PGO is a summary report (Form PGO-2) reflecting on the goals and/or professional growth. The PGO-2 will be signed by the staff member and the administrator and filed with the district at the end of each year of the project and at the conclusion of the project. The PGO-2 will be signed prior to May 15 and filed with the district not later than June 1.

The principal or designated administrator will conduct at least one observation totaling not less than 35 minutes during the course of each school year that a certificated staff member is on the PGO.

Annually, certificated staff will share with the administrator reflections related to proficiency and growth in the areas of instruction, classroom environment, planning and preparation, and professional responsibilities.

The Formative Assessment (PGO) is an option open to experienced certificated staff members, for a period not to exceed three consecutive years. The staff member may choose to be evaluated using the Summative Assessment on an annual basis instead of a PGO. However, barring extraordinary events each certificated staff member will be evaluated using the Formative process at least once every four years.

NOTE:

For those teachers who are on a Formative assessment cycle (PGO) any one of the following conditions will trigger a return to the Summative assessment cycle:

- Change of administrator – New building principal or reassignment to a new building or work location.
- Change of assignment resulting in a move to another grade band or position.
- Lack of progress in their Formative assessment cycle (PGO) based on the goals that staff member has established.
- Being placed on a plan of improvement.

Formative Assessment Timeline

1. By October 15, the certificated staff member completes a self-assessment, establishes growth goal/s for the PGO, completes Form PGO-1, and meets with the administrator to discuss support needs.
2. Certificated staff member reflects, revises plan if needed, and submits a copy of final Form PGO-1 to the administrator by November 1. Use of existing building scheduling format and informal team structures are encouraged. (i.e. planning time, departments, grade level teams, other support structures)
3. Certificated staff member implements growth plan
 - Meets with administrator on an ongoing basis, at least twice prior to May 1 or each year he or she is on the PGO.

- Completes personal reflections on his/her goals
 - Collects evidence and documentation to share with the administrator
(For example, planning documents, samples of student work, record of communications with families, or participation in professional events, videotapes of classroom practice, etc.)
 - Certificated staff member meets and shares with the administrator documentation of yearly progress by May 15. The Form PGO-2 is completed and filed prior to June 1. Certificated staff members not making satisfactory progress toward their goal(s) may be returned to the Summative Assessment format in subsequent years. Failure to successfully complete a goal is NOT failure to make progress but rather an opportunity to reflect on and reevaluate the goal.
4. The building administrator retains the PGO-2 and forwards the listing of those employees who have successfully completed their PGO prior to June 1.

D. Evidence of progress toward professional goals may include but not be limited to the following:

- Documentation of increased student learning (e.g. pre-post test results, writing samples, tape recordings, videos as determined by the member)
- Actual student work
- Documentation of preparation (e.g. lesson plans, unit plans, etc.)
- Documentation of professional learning (e.g. reading logs, workshop participation, committee participation, academic records, portfolios, college transcripts, conference notes, professional writings, action research)
- Variety of logs (See Danielson book pg. 49)
- Other documentation (i.e., videotape, parent comments, surveys, data)
- Transcripts/documentation of continuing education courses

**Burlington-Edison School District
Professional Growth Option (PGO) Formative Assessment – Outline**

PGO - 1

PGO-1 Completed prior to Oct 15

Name:

Supervisor:

School:

Grade Level/Subject:

Start Date:

Duration:

PGO Description

Goals

Timeline

Signature

Date

Administrator

Date

Burlington-Edison School District
Professional Growth Option – PGO Summary Report
Attach Copy of PGO-1
Attach Copies of Appropriate Supporting Data

PGO - 2

PGO-2 Completed prior to May 15

Name:

Supervisor:

School:

Grade Level/Subject:

Start Date:

Completion Date:

PGO Evaluation

Signature

Date

Administrator

Date

Pathwise Sample Feedback Report

Burlington-Edison School District

Feedback Report

Teacher Name: Sample Teacher
Grade: 7-8
Subject: Math
Report Period Start: 6/9/2004
Report Period End: 6/1/2005
Observer Name: Ima Principal

DOMAIN 1 - PLANNING AND PREPARATION

DOMAIN 2 - THE CLASSROOM ENVIRONMENT

DOMAIN 3 - INSTRUCTION

DOMAIN 4 - PROFESSIONAL RESPONSIBILITIES

SUMMARY

DEVELOPMENT PLANS

TEACHER COMMENTS

Teacher Acknowledgment

I have reviewed this document and discussed the contents with the observer. My signature means that I have been advised of the contents of this observation and does not necessarily imply that I agree with the results.

Teacher Signature/Date

Observer Signature/Date