




Educator Evaluation Overview

2021-2022



Purpose of Educator Evaluation

The purpose of the educator evaluation is to improve student outcomes by providing educators with the opportunity to accomplish the following:

- Work collaboratively with colleagues and evaluators to build a community of practice
- Engage in ongoing professional feedback cycles so the educators continue to build upon their teaching practice to meet goals for student achievement
- Measurably improve practice
- Develop strategies and standards that lead to effective results
- Engage in self-reflection and self-assessment
- Measurably improve student outcomes

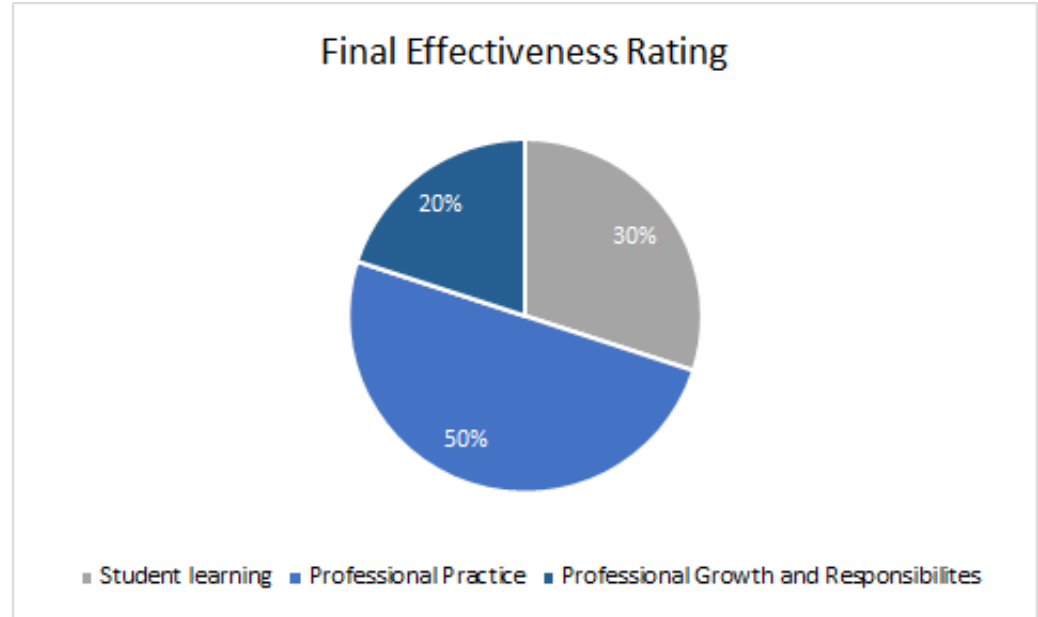
Who is being Evaluated this year?

- Non-tenured teachers and Support professionals
- Tenured teachers who are teaching under a new certificate
- Tenured teachers/Support Professionals who were scheduled to be evaluated last year
- Tenured teachers/ Support Professionals who scored a final effectiveness rating of I (1) or D (2) on the 2020-2021 Evaluation
- Teachers on a PIP
- Tenured teachers placed on an off – cycle evaluation by administration

*Note: Tenured teachers working under an emergency certificate are exempt.

Process Overview

- Evaluation Conferences
- Professional Practice Observations
- Professional Growth Goal
- Student Learning Objectives
- Final Effectiveness Rating



Evaluation Conferences

The Evaluation process includes three required conferences to take place between the educator and the evaluator:

BOY: Beginning of Year Conference

MOY: Middle of Year Conference

EOY: End of Year Conference

Professional Practice Observations

The evaluation process requires a minimum of at least three classroom observations.

One Formal Observation

Two Informal Observations

Written feedback will be provided to the educator after each observation.

Component-level scores aligned to the Professional Practice Rubric and rationales will be provided after each observation.

NEW - The informal observation may be conducted prior to the formal observation.

Professional Growth Goal

A Professional Growth Goal (PGG) supports the educator's development in relation to their roles and aligns with the school's and district's goals for learning and achievement. It is based on the specific needs of an individual educator but should be reflective of the mission, vision and strategic plan goals of the school or district.

A PGG must be a SMART Goal - Specific, Measurable, Actionable, Realistic, and Timebound.

The PGG will be approved by the evaluator at the beginning of the year and scored at the end of the year. It is the responsibility of the educator to provide evidence of their progress toward their PGG

Progress on the PGG will be discussed at the MOY conference

Student Learning Objectives

2 Student Learning Objectives

OR

1 Student Learning Objective and 1 Student Outcome Objective

OR

2 Student Outcome Objectives

*Refer to the SLO Decision tree in the Educator Evaluation Guidebook to determine what is appropriate for your position.

Final Effectiveness Rating

The Final Effectiveness Rating (FER) will be the weighted score for each element and will count according to the following percentages:

Student Learning - 30%

Professional Practice - 50% (Standards 2 and 3)

Professional Growth and Responsibility - 20% (Standard 4)

*More information about the weighted scoring and overall calculations can be found in your Employee Evaluation Guidebook.

Evaluation Platform

All evidence is captured in your Professional Growth platform in Frontline.

PGGs and SLO/SOOs will be drafted and evidence/data will be uploaded

Observations will be conducted using the observation form. A rating and actionable feedback will be submitted for educator review through the platform.

Evidence for Standard 4, including any lesson plans or evidence of ongoing planning will also be entered and uploaded in Frontline.

*Please refer to the Professional Growth platform overview training session for support.

Guiding Timeline

October	<ul style="list-style-type: none">• Complete baseline assessment data• Submit PGG and SLO/SOO• BOYs
November	<ul style="list-style-type: none">• Approval of PGG and SLO/SOO• Observations conducted
December	<ul style="list-style-type: none">• Observations continue
January	<ul style="list-style-type: none">• Observations continue• MOYs begin

February	<ul style="list-style-type: none">• MOYs completed• EOYs scheduled• Formal Observations completed
March	<ul style="list-style-type: none">• Informal Observations continue
April	<ul style="list-style-type: none">• Begin preparing for EOY - evidence to support PGG, compile SLO/SOO data
May	<ul style="list-style-type: none">• SLO/SOO evidence uploaded• PGG evidence uploaded• Standard 4 evidence uploaded• All observations completed• EOY conferences begin
June	<ul style="list-style-type: none">• EOY conferences completed• Final Effectiveness Ratings submitted

Conferences

Beginning of Year (BOY)

Provides the educator and evaluator time to discuss the educator's goals and objectives.

Opportunity for educator to discuss any support or guidance they wish to achieve

Time to address questions or concerns about the evaluation process

Time to set the window for formal observation

Bring draft PGG and SLO/SOO to the BOY and any questions about the evaluation rubric.

Mid-Year (MOY)

Educator and evaluator review progress of student learning and the educator's practice and development

EOY is scheduled

Bring evidence of progress with PGG and SLO/SOO.

Be prepared to discuss progress, challenges and next steps between MOY and EOY.

End of Year (EOY)

In preparation for the meeting the educator uploads all evidence of completion of the PGG and of meeting the goals for SLO/SOOs

During the meeting the Educator and Evaluator review the final results of the PGG, SLO/SOO and professional practice.

Educator should leave with clear understanding of Final Effectiveness Rating and steps they can take to continue and/or improve their practice moving forward.

Formal Observations

- ❑ NEW: Educator and evaluator agree upon a **window of three consecutive school days** when the evaluator will come in to conduct the formal observation.
- ❑ The observation will last for 30 to 60 minutes
- ❑ The evaluator will gather evidence of the educator's professional practice and planning for instruction according to standards 2, 3 and 4.5 of the evaluation rubric
- ❑ Upon completion of the formal observation, the educator will complete a self reflection associated with standard 4.1 of the rubric
- ❑ Within 96 hours of the formal observation the evaluator will align the evidence gathered and will provide a score for individual elements of Standards 2, 3 and 4.5. Feedback for actionable improvement will be provided.
- ❑ A post-observation conference will be scheduled to discuss the formal observation, evidence and scoring.

Informal Observations

At least 2 informal, unannounced observations will be conducted.

NEW: Informal observations can be conducted either before or after the scheduled formal observation.

Informal observations will last a minimum of 20 minutes

Evaluator will gather evidence of educator's professional practice and planning or instruction according to elements of Standards 2, 3 and 4.5

Within 96 hours of the formal observation the evaluator will align the evidence gathered and will provide a score for individual elements of Standards 2, 3 and 4.5. Feedback for actionable improvement will be provided.

A post-observation conference will be scheduled to discuss the formal observation, evidence and scoring.

NEW: Standard 4.5 - Planning

Educators will no longer provide a single lesson plan for scoring

The evaluator will observe and gather evidence of planning for instruction over time.

Educators are welcome to submit a lesson plan to the evaluator before or after the formal observations, after the informal observation or at any other time as evidence of ongoing lesson planning

*Note: The evaluator may also request a lesson plan be provided as a response to an observation or as a support measure for the educator.

SLO versus S00

	SLO	S00
What is it?	An SLO measures a teacher's impact on student learning through demonstrated progress toward academic goals.	An S00 is a long-term academic goal focused on an outcome that increases access to learning or creates conditions that facilitate learning.
Who does which?	Educators who primarily provide instruction to students	Educator primarily provides specialized services or program manages

REFER TO SLO/S00 DECISION TREE FOR FURTHER GUIDANCE.

SLOs - Brief Overview

An SLO measures a teacher's impact on student learning through demonstrated progress toward academic goals.

The SLO process respects the diversity of all grades, subjects and courses

SLOs utilize the assessment process teachers think are best for their specific purposes

*For more targeted, in depth support with SLOs, please review the SLO training materials and join one of the SLO Q&A sessions posted on Frontline Professional Growth.

SOO - Brief Overview

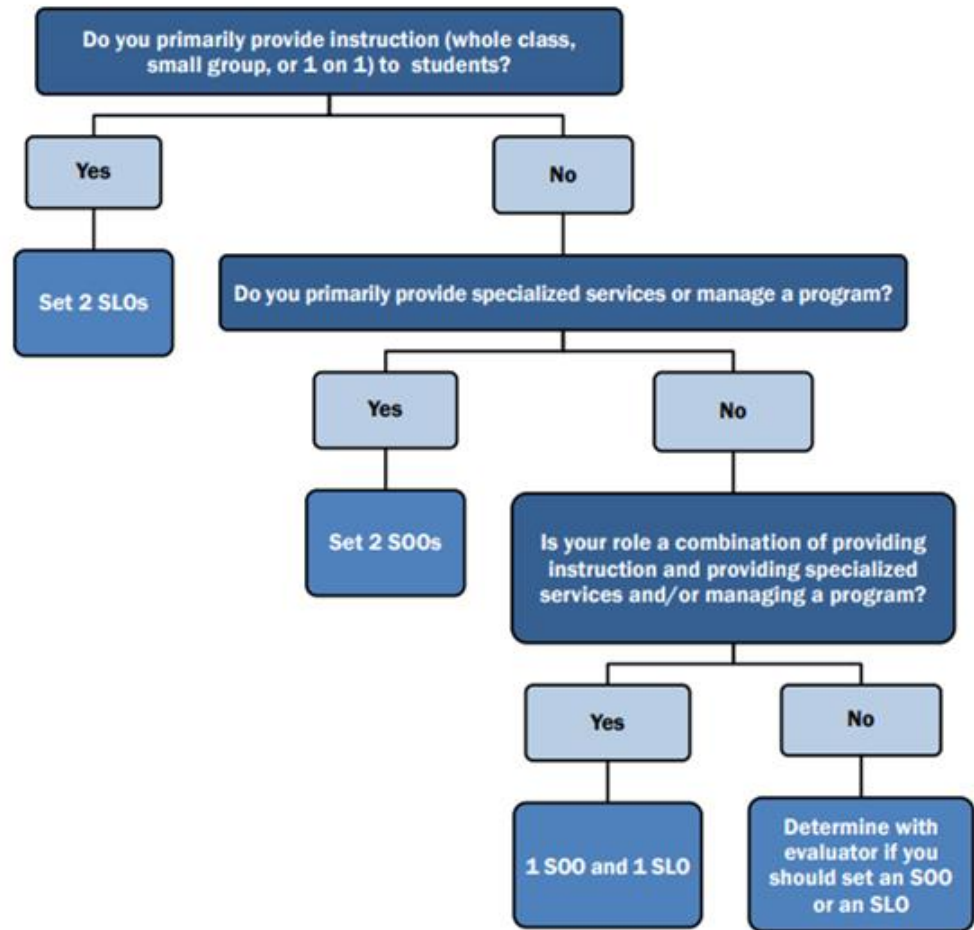
Some educators may use SOOs in place of one or more of their SLOs.

An SOO is a long-term goal focused on an outcome that increases access to learning or creates conditions that facilitate learning.

Additional information is included in the SLO/SOO decision tree included in your Educator Evaluation Guidebook

*For more targeted, in depth support with SOOs, please review the SLO/SOO training materials and join one of the SLO/SOO Q&A sessions posted on Frontline Professional Growth.

SLO/SOO Decision Tree



Scoring

SLOs/S00s

Scored as Exceeded (4), Met (3), Nearly Met (2) or Not Met (1)

Professional Practice/Responsibilities

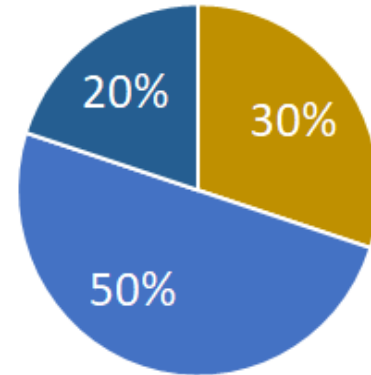
Weighted point Calculation

The total number of weighted points is calculated by dividing the component sum by the number of components and then multiplying the measure's weight by 100.

There is detailed calculation guidance in the Educator Evaluation Guidebook.

Forms in Frontline have been constructed to include the weighted calculations for each element of the evaluation.

FINAL EFFECTIVENESS RATING



■ Student learning ■ Professional Practice ■ Professional Growth and Responsibilities

Available Resources and Supports

Professional Development Recordings and Slide Decks

- Evaluation Overview
- SLO/SOO Training
- Professional Growth Platform
- Domain 2: The Classroom Environment*
- Domain 3: Instruction*
- Professional Growth Goal*
- Domain 4.5: Ongoing Planning*
- Preparing for MOY*
- Preparing for EOY*

Educator Evaluation Guidebook

FAQ Document

Dedicated evaluation support team -
PDfeedback@ppsd.org

Technical support for evaluation platform

Educator Evaluation electronic resources -
Page linked off of Human Resources webpage

Scheduled drop-in question and answer sessions throughout the school year. All sessions will be posted in Frontline Professional Growth

*In development

Things to Remember

- ❑ Know the Rubric
- ❑ Review the evaluation resources and supports
- ❑ Review the evaluation guidebook to know your responsibilities
- ❑ Follow the timeline
- ❑ Stay Organized
- ❑ Communicate with your evaluator
- ❑ Learn the frontline platform
- ❑ Ask for help...we are here for you!

What should you do next?

- If you have not yet reviewed the other support materials, prioritize viewing the available ones. Check back as we will be adding support videos regularly.
- Review the Educator Evaluation Guidebook and FAQ document
- Review the rubric that is appropriate for your assignment
- Book your BOY if you haven't already done so
- Try to make time to attend one of the Drop In sessions to get any outstanding questions answered
- Write and submit your PGG
- Write and submit your SLOs

Request additional information/clarification regarding the evaluation process if needed.