

CH-UH Pilot Evaluation Program

In accordance with our participation in Race to the Top, we are piloting a new statewide teacher evaluation program. The new evaluation program is not required until the 2013-2014 school year, but the Appraisal Review Committee (ARC) is piloting our program before district-wide implementation. In the year 2013-2014, all CH-UH teachers will be evaluated yearly by the Pilot Evaluation Program.

Ohio's new system for evaluating teachers (OTES) is designed to provide educators with a more detailed view of their performance. The new system relies on two key evaluation components, each weighted at 50 percent: one is a rating of teacher performance (based on classroom observations and other criteria), and the second is a rating based on student academic growth. Cleveland Heights has been using a standards based system for some time, based on the framework of Charlotte Danielson.

With the advent of House Bill 153 and Senate Bill 316, the State Board of Education was given the deadline of December 31, 2011 to develop their new standards based report card. 3319.02 and 3319.111 of the Revised Code detailed that the ratings for this evaluation must read as such: Accomplished, Proficient, Developing, and Ineffective. The language designates fully implementation must occur by 2013-2014.

The Appraisal Review Committee (ARC) first went through a gap analysis comparing our present standards based evaluation tool against the OTES model. We then set out to develop our evaluation system mirroring the OTES system's components with the intention of being ready to launch our pilot in the 2012-2013 school year. Lessons learned from the pilot will allow us to fully implement our program in the 2013-2014 school year.

Evaluation Process

While the CH-UH teacher evaluation system as a whole is designed to support self-directed professional development, the District has a responsibility to its public to ensure that all children have the benefit of instruction at a high level of proficiency. With higher standards for student learning, teachers are also expected to demonstrate higher standards of professional practice. The District's standards of practice are defined in the domains and components completely outlined in the Framework.

Evaluation of teaching is a legal responsibility outlined in the Ohio Revised Code. By its nature, evaluation is a judgment of performance according to the District's standards. In the process described in this section, the judgment is made on the basis of evidence collected and the dialogue that accompanies this evidence. The performance rubrics should be used at every step in the process to clarify and enrich the discussion and to guide the judgment of the evidence presented.

Steps in the Process

1. It is highly recommended that tenured teachers who are interested in the Pilot Evaluation Program attend an overview meeting. The overview session will cover expectations of the program, mandatory meeting dates, location of forms, and time will be provided for questions. This meeting will on September 5th from 4 to 5 pm in

- the board conference rooms at the Board of Education.
2. Teams interested in participating are to submit the Letter of Intent to Human Resources by September 13th.
 3. Participating pilot teachers will complete CH-UH Self-Evaluation by September 21st.
 4. Using information reported on the self-assessment, pilot teachers will need to create two SMART goals, using the Self-Assessment form. The SMART goals will provide direction and focus for peer observations. Optional professional development will be offered on SMART goals on September 27th from 4 to 6 pm in the Staff Development Center at the Delisle Center.
 5. A professional development session will occur on October 10 from 4 to 6 pm in the Mini Auditorium at the Delisle Center. This session is focused on fine tuning the two SMART goals.
 6. Professional development for peers will be provided on October 24 from 4 to 6 pm in the Mini Auditorium at the Delisle Center. This session focuses on providing descriptive feedback.
 7. Peer Observation Cycles:
 - a. The pilot teacher will arrange and complete the peer observation cycle. The cycle entails a brief pre-observation conversation to give guidance to the peer. After the observation, have a meeting to go over the evidence and feedback gathered by the peer.
 - b. The first cycle is to occur by the end of November and the second one by the March 8th.
 8. Administrator reviews job performance expectations with teachers.

A fundamental premise of assessment is that people should be evaluated on the performance expectations of which they have been notified. Prior to October 1, administrators inform any teachers who are to undergo a summative evaluation of the job performance expectations on which they will be assessed.

This notification can occur with teachers in a group setting or individually, as determined by the administrator. To document the notification, administrators should retain a copy of their agenda for the meeting, a sign-in sheet on which teachers have indicated their presence, or a copy of the scheduled appointments with individual teachers. The Human Resources Department will provide each administrator a list of teachers who are required to be included in the Summative Assessment process.

9. Evaluator and teacher complete Formal Observation(s) process.

The evaluator completes TWO formal classroom observations with each teacher in the Pilot Evaluation Program.

A formal observation consists of a Pre-observation Conference, an Observation, and a Post-observation conference. The Agenda for the Pre-Observation Conference and the Agenda for the Post-Observation Conference provide the discussion guides for these conferences. Teachers prepare for the observations by reviewing the conference agendas, and completing the questions. The evaluator will then complete the FINAL Summative Assessment Report and share with the

teacher.

During the Pre-observation conference, teachers are expected to provide a copy of their plans for the observed lesson. No special lesson plan format is required. During the conference, it is the teacher's responsibility to explain the lesson plan, using the discussion points on the Pre-Observation Conference Agenda. The plan presented and the resulting discussion provides evidence of the teacher's skill in planning (Domain 1).

During the formal observations, the evaluator is responsible for collecting "evidence" of the teacher's skill in teaching, including both planning and implementation of instruction. Observation notes can be recorded in a variety of ways: on Summative Classroom Observation Record (3:16) or if the evaluator finds this format useful; on seating charts and floor plans, etc. if the lesson is primarily discussion or if much movement from place to place is involved; in a timeline format; in script tape format. The observation notes, once recorded, become the evidence of the teacher's skill in teaching and facilitating (Domains 2 and 3) and should be used for reference during the Post-Observation Conference(s).

The Agenda for Post-Observation Conference(s) is used to provide Evidence of Domain 4. The conference follows an observation and should be held soon after or within 2 work days after the observation. The Post Observation is intended to encourage new and alternative strategies and provide evidence of the teacher's ability to be reflective. Written responses are required by the teacher and should be submitted to the evaluator as soon as possible. The conference provides the opportunity for the evaluator to probe into the lesson as well as clarify any questions. The responses provide the evidence needed to complete Domain 4.

The first evaluation cycle is to be completed by January 25th. The second evaluation cycle is to be completed by May 10.

NOTE: The intention is for the observation cycle to be completed on a specific instructional timeframe of at least forty (40) minutes. That is, the instructional episode that is discussed during the Pre-observation conference is also the one observed and reflected upon in the Post-observation conference. In some instances, an emergency may arise causing the actual classroom observation to be canceled. If this occurs, it is not necessary to hold another pre-observation conference on the newly-scheduled instructional episode. The observation of the instruction can take place and the post-observation conference held on the rescheduled instructional episode.

10. Observation requirements for all continuing contract teachers

During the observation cycle, evaluators and teachers are responsible for:

- Completing two formal observations cycles (pre-conference,

observation, post-conference) and one Final Summative Assessment upon completion of the second formal observation

- First observation cycle to be completed by January 25
- Second observation cycle to be completed by May 1
- Final Summative Assessment to be completed by May 10
- Final Summative Assessment Report

11. Teacher gathers evidence to document professional performance.

The evidence gathered and explained by the teacher is meant to be a snapshot of current performance in all four domains. Teachers are not expected to present for evaluation purposes samples of every student product received, instruction developed, or communication with students, parents, and the greater community. The intention is not to make the Summative Assessment year an “archeological dig” which produces mountains of evidence and takes an inordinate amount of time to organize and explain. Rather, the intention is for teachers to present a “soil sample” that illustrates the work they are already doing, organized in a coherent manner, and for teachers to discuss this work within the context of their teaching assignment and experience.

Required evidence is to be collected by both the teacher and the teacher’s administrative assessor throughout the year.

The evidence submitted consists of:

- Lesson Plan (provided during the Pre-Observation Conferences)
- Evidence of reflection skills (provided during the Post-Observation Conferences)
- Family Log...contacts established with students’ families
- Professional Development Logprofessional development attended and contributions made to the school, the department, grade level, and the community.

This evidence in its entirety provides the evaluator with an invaluable “window” on classroom practice and enables the teacher to articulate and reflect his or her work in a highly professional manner.

Teacher may decide and provide evidence gathered during the peer observation cycles.

12. Teacher prepares for Final Summative Conference

During the year, teachers are also expected to document their contact with students’ families as well as their participation in professional development activities and contributions they are making to the professional life of the school, division, and community. Log forms for these expectations are provide. However, if teachers routinely keep these records in an equivalent format, these may be submitted in place of the forms. These logs or their equivalents are submitted to the administrator at the post-observation conference(s).

13. Teacher and evaluator hold the Final Summative Conference.

While evidence may seem self-explanatory, it is critical that the teacher is able to articulate how the evidence reflects his or her performance. In this last administrator-teacher conference, the two review the planning documents, instructional artifacts, and log forms submitted by the teacher if required. They discuss the items on the Agenda for the Final Summative Conference as well as any questions the administrator may have. This conference enables the teacher to point out important aspects of his or her work. This conference is an opportunity for the teacher's skill to be displayed as a coherent body of work and to be recognized as such. As with other pieces of evidence discussed during the year, the performance tables for the domains and components should be used to guide the discussion of this evidence.

14. Administrator completes Final Summative Assessment Report.

After completing the post-observation conference(s), reviewing the evidence gathered during the observation(s), from the forms submitted, and/or as provided by the teacher, the administrator completes the evaluation process by writing the Final Summative Assessment Report. The narrative should reflect the quality of performance based on the evidence collected by both teacher and evaluator and discussion(s) about these artifacts. In summative assessment, the teacher is evaluated on all four domains which delineate the Teacher Performance Standards. Since the performance rubrics have been used throughout the year whenever evidence of performance was discussed, the final ratings and narrative should be an accurate summary of the discussions.

The teacher signs the Summative Assessment Report form; copies are filed with the teacher, administrator, and Human Resources Department.