Effective Teaching and Leadership: *Teacher Evaluation*

May 27, 2011

Audrey Lane and Lori Bates
Charleston Achieving Excellence

Strategic Priorities

- Effective Teaching and Leadership
- Literacy Improvement
- World Class Schools and Systems
- Strategic Partnerships
Teacher Development Cycle

1. Recruit & Hire
   Kathleen Magliacane

2. On-Board and Support
   Melissa Parrish

3. Set Performance Objectives
   Anita Huggins

4. Grow and Support
   Christine Ryan

5. Evaluate Performance
   Dr. Janet Rose
   Audrey Lane

6. Recognize & Reward
   Audrey Lane

7. Retain & Exit Ineffective Teachers
   Susan Holiday

CCSD Teacher Effectiveness
1. What are we doing now regarding Teacher Evaluation?
2. Who evaluates teachers?
3. How do we improve teaching?
4. Where are we going?
What are we doing now regarding Teacher Evaluation?
100%

In the state of South Carolina, **ALL** districts utilize a Statewide Teacher Evaluation Protocol
The ADEPT “Umbrella”
SC State Department of Education
SC Code 59-26-10; Regulation 43-205.1

ADEPT

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Assisting, Developing, and Evaluating Professional Teaching
Who evaluates teachers in CCSD?
Teacher Evaluators

- Principals are the instructional leaders in each school
- Principals initiate the evaluation process and/or lead the evaluation of teachers
## SAFE-T Requirements
(Summative ADEPT Formal Evaluation of Teachers)

<table>
<thead>
<tr>
<th>SAFE-T Requires</th>
<th>CCSD Requires</th>
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<tbody>
<tr>
<td>➢ Evaluator must be a certified educator and SAFE-T trained</td>
<td>➢ Compliance with state regulation</td>
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<tr>
<td>➢ 2nd Annual Teachers to be considered <em>Highly Consequential</em></td>
<td>➢ 2nd Annual <em>and</em> Continuing Formal Teachers to be considered <em>Highly Consequential</em></td>
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<tr>
<td>➢ 2 Evaluators to Conduct Classroom Observations for Teachers Considered <em>Highly Consequential</em></td>
<td>➢ 3 Evaluators to Conduct Classroom Observations for Teachers Considered <em>Highly Consequential</em></td>
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Highly Consequential applies to any teacher that is in the following 4 categories:

1. Teacher has failed their 1st “annual” formal evaluation and is undergoing their 2nd “annual” formal evaluation

2. Continuing contract teacher who was recommended by their principal for formal evaluation

3. Continuing contract teacher who was unsuccessful on their prior year’s formal evaluation

4. Teacher who is returning to the profession following ADEPT-related certificate suspension
Formal Evaluation Process for **Annual** and **Continuing** Contract Teachers *

**•Continuing** - Notification of evaluation in writing by contract issuance

**•Annual** - Normal progression

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**August-October**

- SAFE-T Orientation
- Evaluation Team
- PGD Plan (if applicable)

**•Teacher Submissions**
- Evaluator Observations
- Dossier Review/Consensus
- Preliminary Conference
- PGD Developed/Revised (if applicable)

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**April/May**

- Teacher Submissions
- Evaluator Observations
- Dossier Review/Consensus
- Final Conference
- PGD Developed/Revised (if applicable)

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**January-April**

- Principal Contract recommendation
- Associate Superintendent and Team review (if needed)

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**April**

**Next Year**

- **Annual**: Annual Diagnostic, Annual 2, Annual GBE, Continuing, Non-renewal
- **Continuing**: Continuing GBE, Continuing Formal, Non-renewal

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**State Mandated**

OAD 5/27/2011
How do we improve teaching?

1. Observations & Supports
2. Professional Development
3. Improvement Plan or Professional Growth & Development Plan
Categories of Improvement  
(See Teacher & Principal Accountability Chart)

- Formative Assessment  
  (Induction and Annual Diagnostic Teachers)  
  ◦ Targeted areas of growth

- Professional Growth & Development Plans  
  (Annual and Continuing Teachers)  
  ◦ State developed templates specific to performance standards related to planning, management, and instruction

- Improvement Plans  
  (All employees)  
  ◦ Behavior-based for certified educators
Where are we going?
Performance Management

- Value-Added Evaluations for Administrators, Principals, and Teachers
- Results of Evaluation linked to Professional Development
- Mentoring/Peer Coaching
- Data system to support Human Capital Initiatives of Teacher Effectiveness Cycle and Principal Effectiveness Cycle
Value-Added Evaluation

- Value-Added Evaluations for Administrators, Principals, and Teachers
- Evaluation measures must be aligned to Charleston Achieving Excellence Goals
- Must commit to “growth” model to ensure fairness
- No employee will be evaluated using one (1) measurement
CCSD Teacher Evaluation Timeline

2011

- June
  - Design Team (DT) Orientation
  - Convene Design Teams
  - Teacher Quality Symposium

- June – August
  - Synthesize output from Design Teams
  - District Application for TIF

2011

- August – October
  - Re-convene Design Teams to review input
  - RFP for Value-Added Model

- October - December
  - Continue work on Value-Added Model w/Vendor

2012

- January - April
- February - June
- June - July
- August 2012 - June 2013

- Engage principals/teachers in PD
- Voluntary pilot evaluation system
- Gather feedback
- Rework system
- Phased district-wide launch
Benefits of Evaluation

- Increased opportunity for timely feedback and support

- Decisive and transparent process for career ladders instead of automatic career progression
From Career Stages......

Current State - Career Stages

Induction  Annual  Continuing
To Career Ladder

- Master Teacher
- Professional Teacher
- Novice Teacher

Effectiveness, Performance, and Student Outcomes
Responsibility & Compensation
THREE POINTS TO REMEMBER

1. **Currently**, the state **requires** that we utilize ADEPT.
2. Value-added evaluation is moving in CCSD and at the state level.
3. The **CCSD Teacher Effectiveness Cycle** provides a **roadmap** to put the **most effective teachers** in front of our **students** who need them the most.
ANY QUESTIONS?

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