

Millburn School District 24 Evaluation Plan

*Formal Evaluation Process
October 2012*

Agenda

- *Background Information*
- *Components of District 24 Evaluation System*
- *Observations - Formal, Informal*
- *Forms Needed*
- *What's Next?*
- *Questions?*

An Effective Evaluation System

- *Promote student learning through the highest quality of teaching, which includes a commitment to continuous professional development and growth*
- *Develop each individual's capacity for professional contribution to the team, building and district levels*
- *Support Millburn's culture, vision, and mission*

An Effective Evaluation System

- *Support new teacher growth through a formative process within clearly defined expectations*
- *Support tenured teacher growth through a formative process that promotes collective inquiry, examination of practice, and self-reflection*
- *Build and foster collaborative relationships among teachers and administrators*

Components of Our System

- *Rubric used to observe classroom teaching*
- *Single observer/evaluator over two-year cycle*
- *Formal/Informal observation tools with feedback*
- *Extensive training of the observers/evaluators*
- *Professional Development activities focused on our system*

Evaluation Rubric Based on Danielson Framework

Domains

Planning & Preparation

Classroom Environment

Instruction

Professional Responsibilities

Proficiency Levels

Excellent

Proficient

Needs Improvement

Unsatisfactory

Types of Observations

Informal Observation

- *15-20 minutes, can be in a variety of settings*
- *Not scheduled in advance*
- *May be included in summative evaluation rating if feedback provided in writing*

Formal Observation

- *45 minutes, a complete lesson, or entire class period*
- *Scheduled in advance with the teacher*
- *Must have pre-observation conversation and post-observation reflection*

Informal Evaluation

- ***Informal Observation Form*** used for the purpose of documenting observed practices (p. 23)
- Minimum of 3 informal observations in a two-year cycle for tenured staff (with at least 1 per year)
- Data obtained from the informal observation will be used to guide teachers towards effective use of the Framework for Teaching
- Data from the informal observations may be used for the formative process and summative evaluation

Informal Evaluation

- *The teacher may receive written communication about what was observed, such as an email or note from the evaluator. **Informal observations shall only be included in the Final Summative Rating IF they are documented in writing***
- *Observed practices that are harmful will be immediately addressed and corrected*
- *For each informal observation the evaluator must provide the teacher with an opportunity for a face-to-face meeting to discuss the observation*

Formal Observation Steps

Pre-Observation

- *Review the **Pre-Observation Conversation Form** and be prepared to answer/discuss the questions and briefly respond to each section (this will not be turned in to the evaluator) (p. 25 and 26)*
- *Remember to bring a copy of the form with you to the Pre-Observation Conversation along with any materials being used during the lesson*
- *Review items on the **Evidence/Data Guide** that need to be available prior to the observation*

Formal Observation Steps

Observation

- *Evaluator will document the observation of teaching using the **Classroom Observation Documentation form** (p. 27)*
- *Observable components are Domains 2 and 3*
- *Conversational components are Domains 1 and 4*

Formal Observation Steps

Post-Observation

- *A formative conversation will be held within 10 days after each formal observation*
- *Review the **Post-Observation Reflective Conversation Form** and be prepared to answer/discuss the questions and briefly respond to each section (this will not be turned in to the evaluator) (p. 28)*
- *The **Formative Conversation/Summative Conference Form** (Domains 2 and 3) will be used during the formative conversation (p. 29)*
- ***Formal Observation Post-Conference Summary Form** (p.30)*

Evidence/Data Guide

- *Physical Layout of Room/Area*
- *Seating Arrangements*
- *Classroom Rules/Routines*
- *Rubrics*
- *Bulletin Boards (interactive, instructional, and affective)*
- *Student Projects*
- *And/Or Others, if appropriate*

Evidence/Data Guide

Units

Extension/Enrichment Activities

Review/Reinforcement Activities

Modification for Special Needs

Differentiation Plan

Flexible Grouping Plans

Student Work Samples

Homework Assignments and Guides

Things to Help You Along the Way

- *Teachscape Videos*
- *Charlotte Danielson's "Enhancing Professional Practice: A Framework for Teaching"*
- *Rubrics*
- *Evidence/Data Guide*

Forms

- *Informal Observation Form*
- *Pre-Observation Conversation Form*
- *Classroom Observation Documentation Form*
- *Formative Conversation/Summative Conference Forms*
- *Final Summative Evaluation Form*

What's Next?

- *Formal Observations will be completed by end of February*
- *Your evaluator will contact you to schedule an observation time*

In Review

We've have:

- *Given background*
- *Outlined the components*
- *Explained formal and informal*
- *Highlighted forms needed*

Questions?