

Evaluation Process Discussion

We began with the assumption that current Kansas law regarding frequency and timelines for evaluations stays in place.

We worked from the assumption that evaluation should be a professional growth process. To that end, self-assessment/reflection by the teacher should be included in the process.

- This should be related to the Individual Development Plan each teacher develops each year for staff/professional development.
- That system is currently being reviewed/revised. These two systems must be aligned at some point.
- Formal evaluations by 60th student day of each semester for first two years.
- Formal evaluations by Feb. 15 for years three and four and every third year thereafter.

There must be training for evaluators/observers, including peer observers, if used. The training must be specific and ongoing/regular. The observer must “pass” the training. We liked the description of training requirements, including the content, from MA, p. 29

There should be training on/review of the process and framework [criteria, rubrics, etc.] for everyone, every year, at the beginning of the year

- Review should be more intensive for those new to the building and/or district

There should be a review/preconference for those being evaluated during a given year prior to any observations occurring.

- The process and framework should be reviewed thoroughly.
- Data sources, including artifacts should be identified and agreed upon.
- Previous goals from IDPs, if they are available, should be reviewed.
- New to the profession teachers from KS colleges/universities will have some “skills assessment” from their capstone experience, instead of an IDP. [KTP or equivalent]

The observation cycle = preconference, observation, post conference.

- Formal, scheduled observations – 3 required, each for a full class period or lesson and no less than 30 minutes
- Informal, unscheduled observations – 3-5, each for not less than 15-20 minutes
- ?? – Should the cycle be the same for informal? e.g. require a follow up of some sort but not a “post conference.”

- There should be common forms for the observation cycle: preconference, observation record, post conference [1 for the administrator, 1 for the teacher to bring to the post conference]. Some of the NC forms were interesting.
- ?? Should the forms be different for formal/informal observations?
- We liked the log of evaluation activities, NC, p. 35.
- ?? Who should observe? Possibilities could include the principal, curriculum specialists, special education director, peers. This should be determined at the local level.
- Walk throughs with formative feedback (maybe informal but some acknowledgement to the teacher that the administrator was in the room) once a week until first evaluation – schedule could be adjusted after that or for more experienced teachers.

There should be a formal conference at the end of the cycle to review all data and the summative decisions. At that conference, the next set of goals should be determined. See first set of bullets.

For those teachers not “on cycle” for formal evaluation, their IDP at the end of the last formal evaluation could be multi-year and could involve peer interaction.

If there are repeated concerns about performance, a formal process should be initiated. It should include a plan of assistance [specific concerns, specific goals, specific timelines, specific resources the district/building will provide, etc.]. We believe the timeline should be June 1 – May 31, to give the teacher time over the summer to begin addressing the concerns.

- Many more details are needed for this section.

Those who have been evaluated in a given year should have an opportunity to evaluate the evaluation process. Common forms should be used.

There should be an induction/mentoring program required for teachers new to the profession and those new to the building/district.

- For new to the profession, the program should be multi-year.
- The nttp teacher’s mentor should receive information from the nttp’s observations, so that assistance can be targeted.
- The process should look different for teachers new to the district/building.
- This whole section needs more detail.
- If there is a mentor, that person should work with the new teacher on preparing for evaluation – artifacts, protocols, etc. (In a district with a number of new teachers that meets with them in a group, perhaps a

group that includes the mentors, some of this work could be done in that setting.)

Documents that are needed:

Teacher Preparation Protocol (steps teachers should take on their own after orientation)

- Materials to review

- Resources to find/utilize

- Create calendar of steps (for example, last day for first observation is Oct. 15)

- Plan of artifacts to save

- Self assessment – due date

- Goal setting – due date

- Appointment to review evaluation issues with mentor

Conference Protocol (North Carolina)

Observation Protocol (North Carolina)

Simple Process Guide (not overwhelming like Georgia)