April 6, 2011

Educator Evaluation Project

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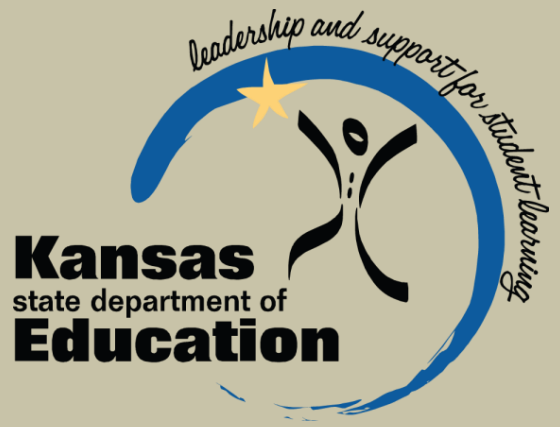
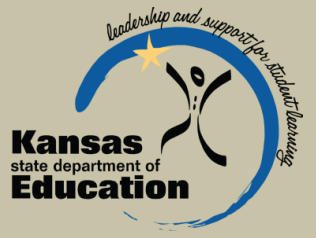


Teacher Education and Licensure



The ultimate goal of all educator evaluation should be…

TO IMPROVE TEACHING AND LEARNING

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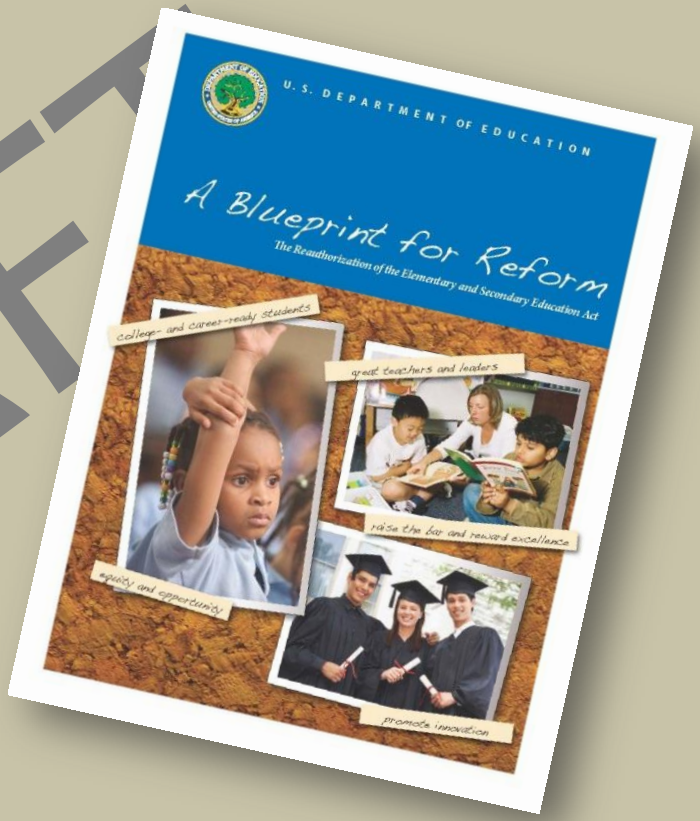
Why?

States are required to develop and implement a fair and meaningful evaluation system.

States are required to develop data systems that link educator preparation programs to student growth.



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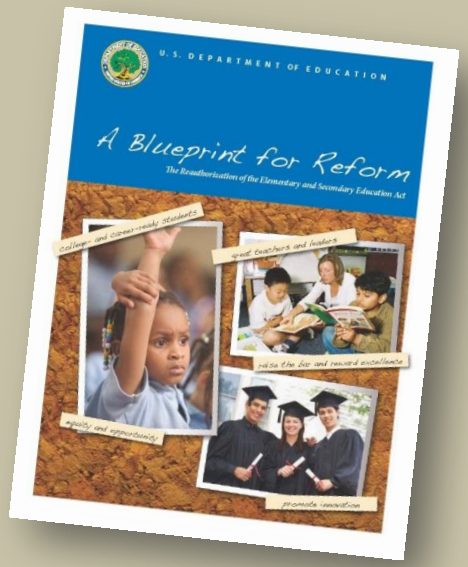
Why?

District-level evaluation

- Measure effectiveness across at least three performance levels
- Consistent with the state's definition of effectiveness
- Provide meaningful feedback to inform both practice and personal professional development



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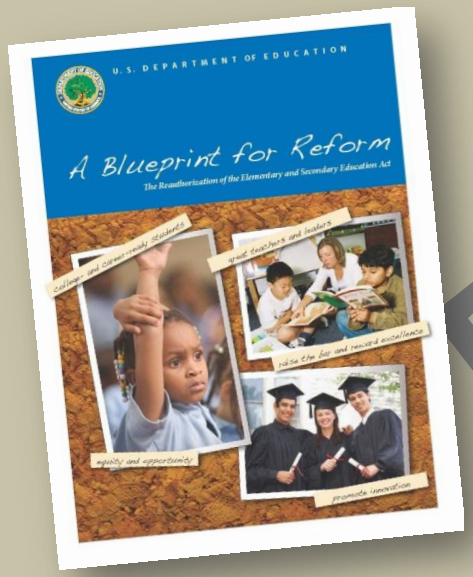
What?



The evaluation system must include:

- Effective instructional teams
- Job-embedded professional development
- Ensure equitable distribution of effective educators

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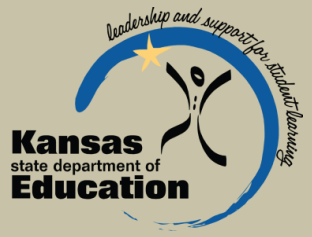

"We need to be tight on goals and loose on means."

Secretary Arne Duncan, July 2010

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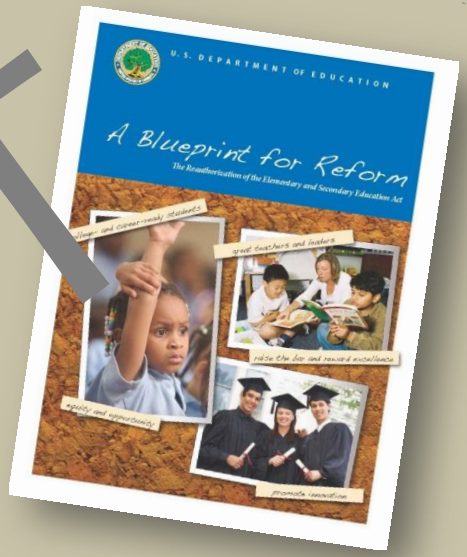
How?



Measures of success must include:

- State and district published report cards
- Teacher qualifications
- Teacher effectiveness
- Principal effectiveness
- Educators hired from high-performance pathways
- Teacher survey data on levels of support and working conditions
- Novice status of teachers and principals
- Educator attendance
- Retention rates by performance level
- Performance tied to preparation institutions

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What does all this mean?

- Teachers and leaders matter
- Focus on outcomes
- Every student deserves effective, well-supported teacher and leaders

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Resources available from the state:

- National experts
- Leading researchers
- Models from other states
- Kansas' context
- Geographic diversity
- Collaboration
- Collective wisdom from Kansas stakeholders

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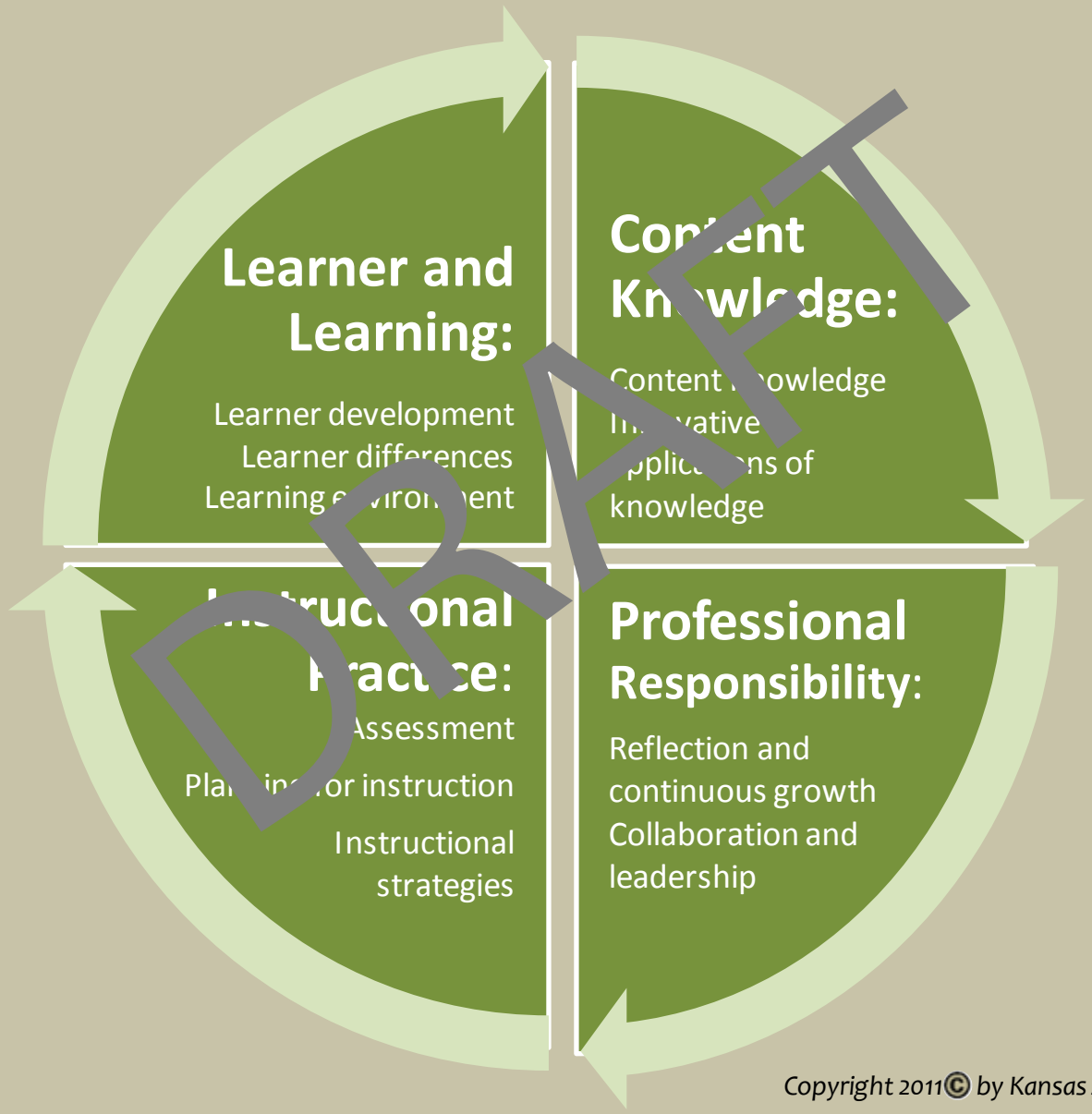
Teacher



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Teacher Constructs and Components

The four draft constructs to be measured in a Kansas teacher evaluation instrument:

Learner and Learning
1. Teacher plans instruction based on learning needs, developmental levels, and needed resources.
2. Teacher support students in the various developmental stages by using a range of teaching methods
3. Teacher supports learner differences by using a variety of strategies.
4. Teacher supports a classroom culture that respects individual needs and differences.
5. Teacher understands the impact of diversity on his/her individual classroom and uses that knowledge appropriately.

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Teacher Constructs and Components

The four draft constructs to be measured in a Kansas teacher evaluation instrument:

Content Knowledge
1. Teacher effectively uses multiple representations and explanations of concepts.
2. Teacher provides experiences and opportunities to build conceptual understanding.
3. Teacher collaborates with students to create learning goals and experiences relevant to real world application.
4. Teachers and students apply critical thinking and problem solving to content.
5. Teacher takes the opportunity to collaborate with colleagues to incorporate content across curriculums.

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Teacher Constructs and Components

The four draft constructs to be measured in a Kansas teacher evaluation instrument:

Professional Responsibility
1. Teacher analyzes and reflects on his/her own planning and instruction to improve practice.
2. Teacher analyzes and reflects on student data to guide planning, instruction, and student growth.
3. Teacher engages in ongoing, purposeful professional development.
4. Teacher collaborates with colleagues in leadership, school, and/or professional activities.
5. Teacher uses a variety of communication strategies with all stakeholders.

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Teacher Constructs and Components

The four draft constructs to be measured in a Kansas teacher evaluation instrument:

Instructional Practice
1. Teacher provides multiple opportunities for students to demonstrate learning.
2. Teacher differentiates and scaffolds instruction based on student needs.
3. Teacher plans rigorous and challenging activities using objectives that are aligned with national, state, and/or district standards.
4. Teacher uses a variety of strategies to engage students in higher order thinking processes.

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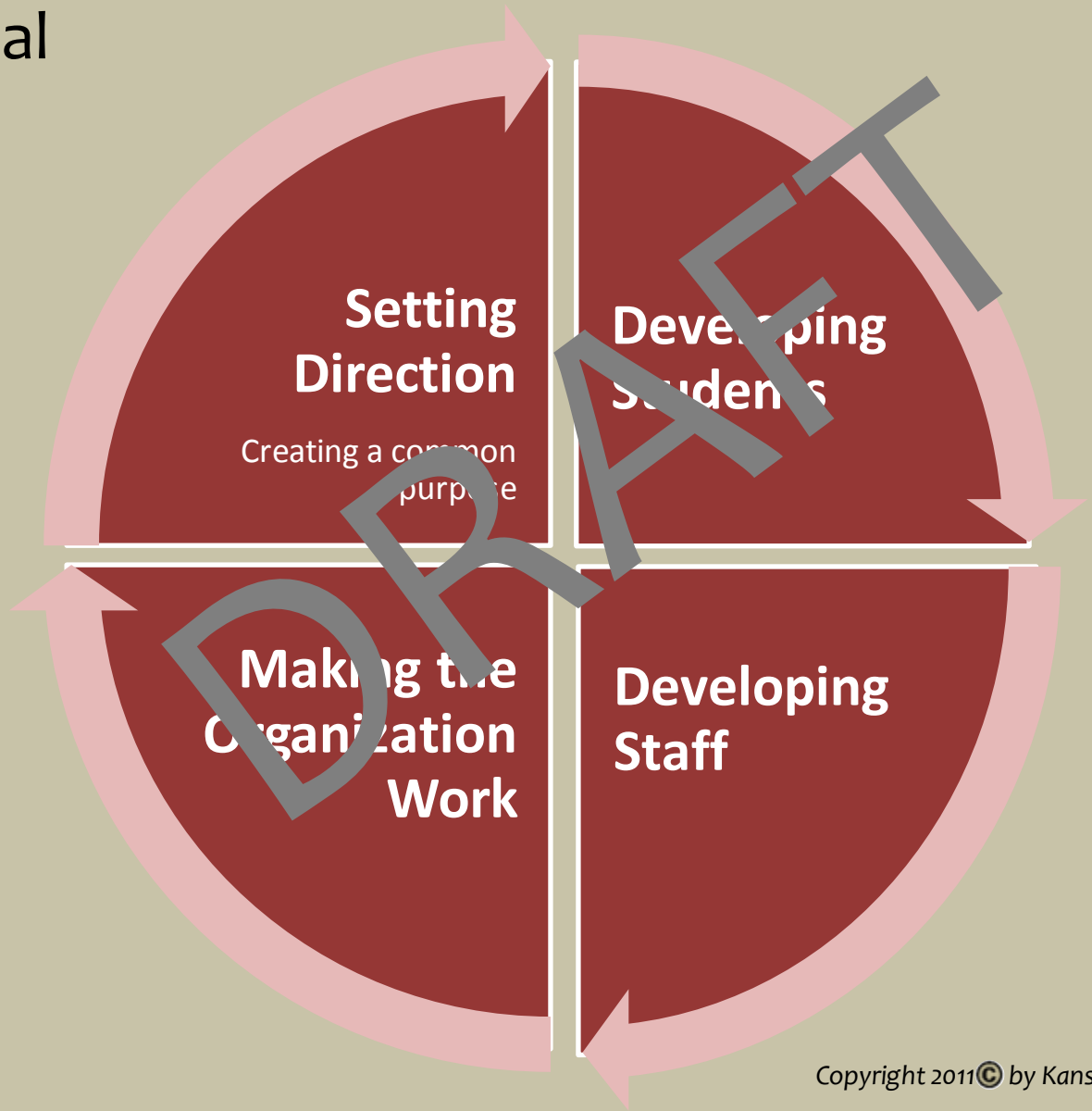
Principal



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Principal Constructs and Components

The four draft constructs to be measured in a Kansas principal evaluation instrument:

Setting Direction
1. Member of stakeholders team to develop vision, mission, and goals.
2. Development of a plan to implement the school vision with stakeholders.
3. Implementation of a school improvement plan.

Developing Students
1. Monitor the instructional program and provide support based on student data.
2. Sharing student learning results.
3. Implement a variety of student activities.
4. Provide student support services.

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Principal Constructs and Components

The four draft constructs to be measured in a Kansas principal evaluation instrument:

Developing Staff
1. Staff Evaluation.
2. Professional development (courses, coaching, mentoring, evaluation).
3. Community of practice (high expectations and collaboration).
4. Leadership and retention.

Making the Organization Work
1. Create a positive culture for learning and teaching.
2. Direct and manage resources and facilities.

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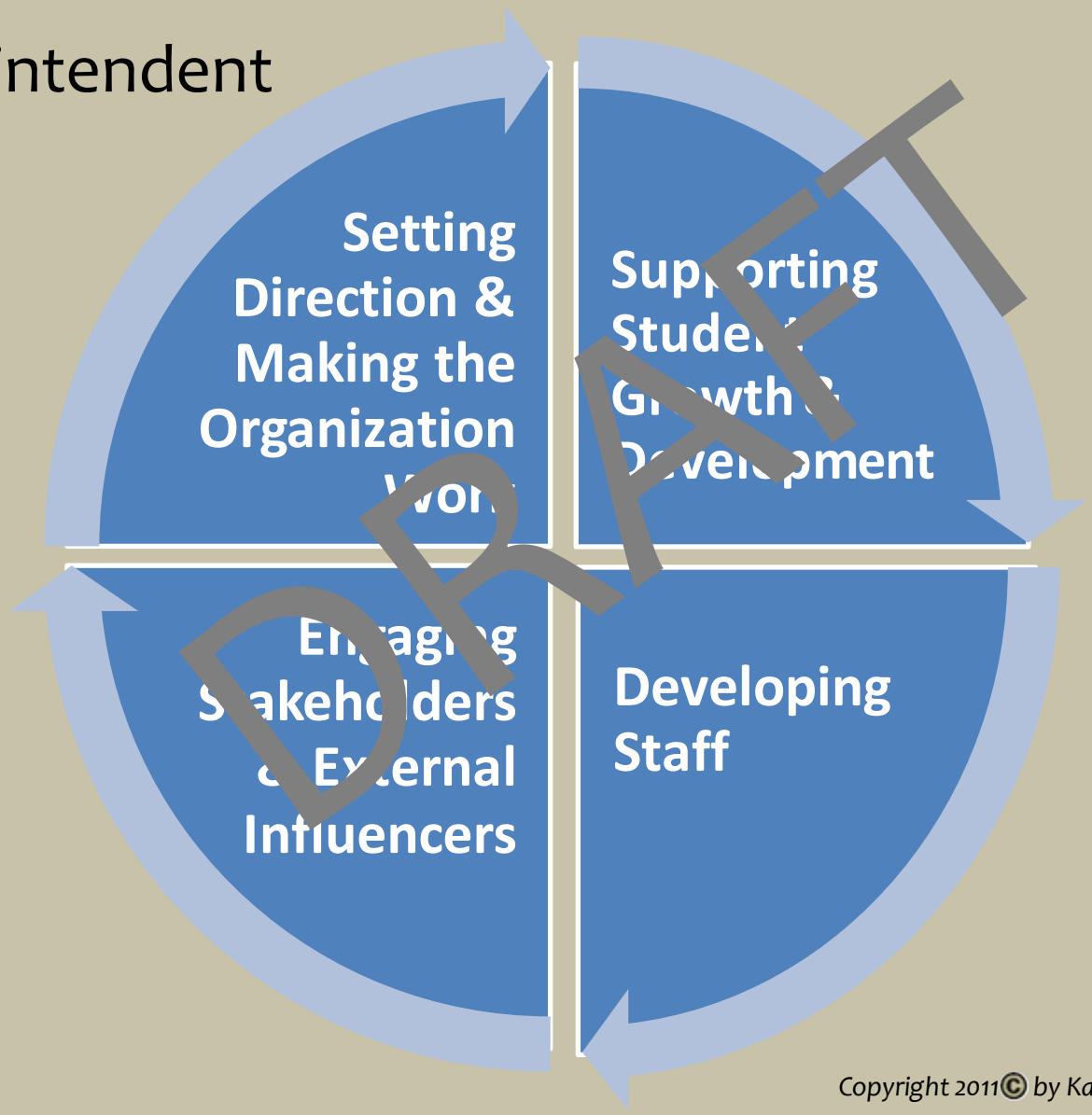
Superintendent



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Superintendent Constructs and Components

The four draft constructs to be measured in a Kansas superintendent evaluation instrument:

Setting Direction & Making the Organization Work
1. Communicate, implement, and monitor the district vision of student learning and success
2. Develop and implement a strategic plan that addresses continuous improvement, using data to guide decisions and actions.
3. Allocate resources to meet operational needs and to support district strategic plan.

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Superintendent Constructs and Components

The four draft constructs to be measured in a Kansas superintendent evaluation instrument:

Supporting Student Growth & Development
1. Establish a culture that supports teaching and learning.
2. Use data to establish and assessment and accountability system.
3. Develop a rigorous and relevant curriculum and support systems that promote success for all students.

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Superintendent Constructs and Components

The four draft constructs to be measured in a Kansas superintendent evaluation instrument:

Developing Staff
1. Establish and maintain a culture of learning that builds collective efficacy.
2. Create a system that uses data to drive professional development that is aligned with district goals and improvement plans.
3. Engage school community and special interest groups in meaningful educational activities supporting school success.
4. Build capacity for leadership throughout system.

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Superintendent Constructs and Components

The four draft constructs to be measured in a Kansas superintendent evaluation instrument:

Engaging Stakeholders & External Influencers
1. Advocate for educational policy (local, state, national).
2. Network and engage local stakeholders (business and civic local shareholders, partnerships with government units, social agencies, law enforcement, sharing resources).
3. Engage school community and special interest groups in meaningful educational activities supporting school success.

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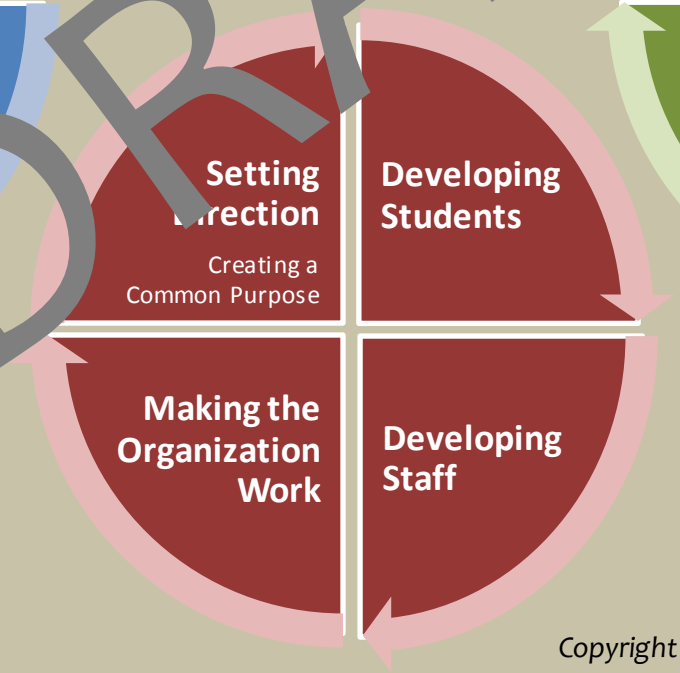
leadership and support for student learning

Superintendent

Principal



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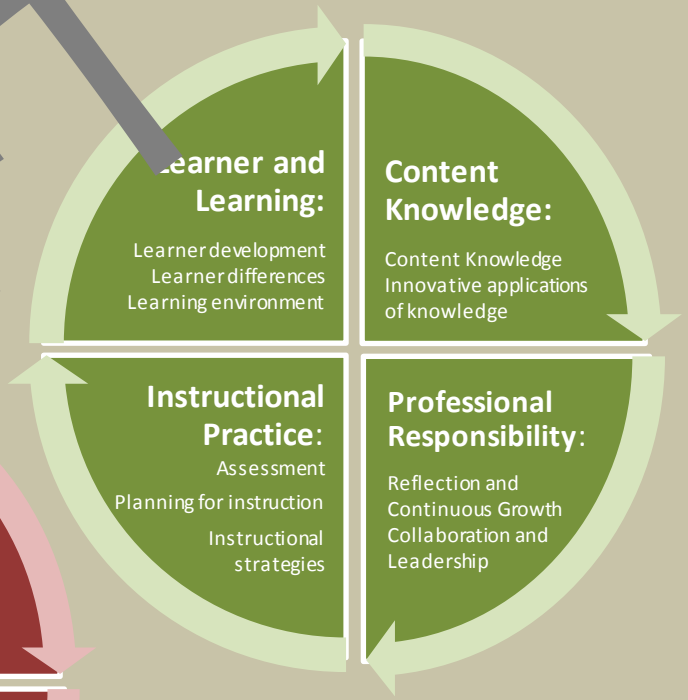

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