

Implementing Differentiated Evaluation

Preliminary Steps

1. Adopt performance standards
Adopt the performance standards for your conference. The performance standards should be the result of thoughtful committee work. Because this list of standards is a legal document and form the basis for teacher evaluation, they must be adopted by the legal employing body, the Conference Board of Education.
2. Provide inservice for principals
Provide principals the opportunity to discuss the performance standards. Discuss the meaning of each standard. Discuss what each standard looks like in practice. Reinforce with principals the fact that any evaluation of a teacher must be based on a performance standard.
3. Provide inservice for teachers
Principals or other administrators must provide a similar discussion opportunity for teachers. They need to have a clear understanding of the meaning of each standard and what the standards look like in practice.

Essential Elements – All Teachers

This differentiated evaluation model incorporates four essential elements that apply to all teachers being evaluated. Conference administrators should assure that all principals or supervisors understand and apply all of these essential elements of the model. Conference administrators must also regularly communicate with principals or supervisors to assure that these elements are being met throughout the school term. The four essential elements are 1. goal setting, 2. establishing evidence, 3. monitoring, coaching and supporting, and, 4. Sharing and celebrating teacher accomplishments.

1. Goal setting.
Supervisors must conduct a goal setting conference with each participating teacher. Depending on the situation, this conference will be collaborative in nature so that teachers will feel ownership over the goal. This goal must be based on improving a teacher's professional performance. Consider the impact of this goal on student learning. The goal must reflect one or more of the conference's teacher performance standards.
2. Evidence.
Principals or supervisors should discuss with the teachers what evidence will be provided that will demonstrate that the teacher's professional development goal has been met. This evidence may be a video of the teacher in action or a video of students participating in a learning activity. The evidence may be a display of student work. Principals and teachers must decide, together, during the goal setting conference, the nature of the evidence that is to be provided.
3. Monitoring and supporting
During the course of the school year, the principal or supervisor meets regularly with the teacher to monitor how the teacher is progressing toward the meeting of the goal. Support must be provided. That support may include the providing of necessary resources such as materials or supplies. The teacher may need coaching from the principal, supervisor, or other teachers.

4. Sharing and celebrating

At or near the end of the school term, principals or supervisors must provide opportunities for the teachers to share their professional growth activities with their peers. The growth evidence established in the Goal-setting step will be showcased on this step. Provide a special event with all teachers invited. Each participating teacher will present their videos, demonstrations, displays. Make this a special event with teachers being the highlight of this program.

Elements – Provisional Teachers

In addition to the essential elements noted above, principals or supervisors must provide formal instructional observation for teachers on provisional status. This formal observation may take the form of direct personal supervisor visits or video episodes.

1. Supervisor visits

Traditional supervisor classroom visits provide opportunities for the supervisor to observe first-hand the teacher in action. Informal classroom visits must be a part of every supervisor's regular practice. Formal classroom observations may be critical for new teachers or for teachers experiencing difficulty.

2. Using video

In lieu of a formal classroom observation, a video camera may be used. The teacher will plan a lesson around a specific professional development episode and make a video record of that episode using a video camera. The teacher will view the recording first and critique their own presentation. If the teacher is dissatisfied, the teacher may elect to redo the video. Supervisors will discuss the teacher's own critique of the lesson and may choose to follow-up by viewing the video and/or making a personal formal or informal observation.

Elements – Underperforming Teachers

In the differentiated evaluation model, the summative forms provided by the conference do not provide the documentation necessary. More extensive documentation will be required.

1. Documentation Refresher Resource

The conference will make the PowerPoint documentation refresher available to the principals on a secure web site. Principals will need to be able to access this resource whenever concerns about a teacher's professional performance arise. This is a copyrighted document and is not to be distributed freely.

2. Documentation

Conference administrators will work with site principals to assure that the due process steps are followed and appropriate documentation is produced and appropriately filed using the guidelines in that resource.

3. Monitor and Support

Differentiated Evaluation: an alternative system

Goals:

1. To provide an evaluation method to meet differing teacher needs.
2. To elevate teacher professional growth to the number one priority.

Three Strategies

1. Goal orientation
2. Classroom visits
3. Documentation

Goal Orientation (all teachers)

Phase 1: Collaborative goal setting

- a. Establish an authentic professional growth goal for the year.
- b. Establish implementation plan to include appropriate assistance and resources.
- c. Determine evidence to be presented.

Phase 2: Monitoring

Monitor progress and adjust as needed throughout school year.

Phase 3: Celebration

Celebrate teacher growth with end of year event where teachers share experiences and products.

Summative Form for Regular Status

Classroom visits (provisional teachers)

Option 1: Classroom observations

Administrator observation
Feedback conference

Option 2: Video

Establish goal
Teacher makes video of lesson
Teacher critiques; redoes if desired
Teacher shares video and critique with administrator

Summative Form for Provisional Teachers

Documentation (underperforming teacher)

Office of Education web site:
"Documentation Tutorial"

Differentiated Evaluation: an alternative system

Current Evaluative Practices

- a) Teacher professional growth does not appear as the number one objective.
 - As due process requires
- b) Most summative reports do not rise to the level of legally sound documents.
- c) Historically, when problems arise file documents do not contribute to resolution.

Theoretical underpinnings of the alternate system

- a) Reflective practice
- b) Differentiated supervision
- c) Teacher growth number one

HANDOUT

Report of San Diego Academy pilot

- | | |
|--------------------------------------|---|
| 1) Music creativity | Student created sound track |
| 2) Language, Social Studies | Video: student news broadcast |
| 3) Mathematics | Display and results of Math Lab materials |
| 4) Social Studies | Video: group reports (used in SE inservice) |
| 5) Technology support | Assisted teacher, installed and inserviced "electronic note pad." |
| 6) Science (use of technology) | Demonstration: electronic note pad |
| 7) Religion creativity | Student produced music video(s) |
| 8) Language arts | Display of alphabet activity materials |
| 9) Social studies, critical thinking | Report of critical thinking activities |

Central California Conference of Seventh-day Adventists
Office of Education
Alternate Summative Evaluation

Provisional Teachers

Name of Teacher: _____ Date: _____

Classroom Observations or Videos

Observation #1 – Date(s):

Summarize the classroom visit(s) by indicating teacher actions that were noted, recorded and discussed with the teacher during the first formal classroom observation.

Observation #2 – Date(s):

Summarize the classroom visit(s) by indicating teacher actions that were noted, recorded and discussed with the teacher during the first formal classroom observation.

Teacher Professional Development

Please summarize the teacher's professional development activities of the year by indicating the goal, process, and evidence presented at the "teacher celebration" activity.

Summary Observations

Use this space to make relevant summary observations regarding this teacher's classroom performance. Summarize any other teacher actions that were noted, recorded and discussed with the teacher during the school year which relate to his or her professional performance.

Administrator's signature

Date

Teacher's signature

Date

Notes:

- a. The teacher's signature indicates receipt of this document and does not necessarily imply agreement with all of the contents of the document.
- b. The teacher has the right to attach a statement to this document which will become a part of the teacher's file.

Regular Status Teachers Option #1

Central California Conference of Seventh-day Adventists
Office of Education
Alternate Summative Evaluation

Regular Status Teachers

Name of Teacher: _____ Date: _____

Teacher Professional Development

Please summarize the teacher's professional development activities of the year by indicating the goal, process, and evidence presented at the "teacher celebration" activity.

Summary Observations

Optional: Complete this section if relevant

Summarize any other relevant teacher actions that were noted, recorded and discussed with the teacher during the school year which relate to his or her professional performance.

Administrator's signature

Date

Teacher's signature

Date

Notes:

- a. The teacher's signature indicates receipt of this document and does not necessarily imply agreement with all of the contents of the document.
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Regular Status Teachers Option #2

Central California Conference of Seventh-day Adventists

Office of Education

Alternate Summative Evaluation

Regular Status Teachers

Name of Teacher: _____ Date: _____

Teacher Professional Development

Please summarize the teacher's professional development activities of the year by indicating the goal, process, and evidence presented at the "teacher celebration" activity.

Administrator's signature

Date

Teacher's signature

Date

Notes:

- a. The teacher's signature indicates receipt of this document and does not necessarily imply agreement with all of the contents of the document.
- b. The teacher has the right to attach a statement to this document which will become a part of the teacher's file.