



Metropolitan School District of  
**WASHINGTON TOWNSHIP**  
"Superior Schools in a Supportive Community"

Nikki C. Woodson, Ph.D., *Superintendent*

**MSDWT Evaluator Brief**  
**October 3, 2014**

**SAVE THE DATE – EVALUATOR TRAINING! – NOVEMBER 5**

Our first Evaluator Training of the Year is approaching. We will hold two 2 ½ hour sessions on **November 5, 2014** at the CEC. As in the past, we ask that evaluators choose **one** of the two sessions. Rachel Johnson will send invitations asking you to accept one and decline the other so we may have an accurate count of participants for each session. Sessions will take place from **9:00 AM – 11:30 AM and 1:00 PM – 3:30 PM**

For our first training of the year, we are pleased to welcome North Central's own **Mary Beth Borkowski** to facilitate a session on **Differentiated Instruction**. In addition, we will review your analytics from the first quarter and review some of the features of SFS, and answer questions that have arisen from the field during this school year.

**Important Information Regarding the Standard for Success APP on iPad**

There have been some questions regarding the appropriate use of the iPad App for Standard for Success. Below is a response I received from the technology desk at SFS regarding the App.

- App is to be used **ONLY** by Admin and **ONLY** if there are classrooms that don't have wireless.
- So admin downloads App, login (a series of steps for the first time), then Syncs when on the wireless network. Then the Admin can walk into a non-wireless room, select the teacher, select the Observation (whether a Walk-Through or Observation), then Script. Admin can also put things in Notes box. Once done, "Record". Then walk back into the Wireless location and "Sync".
- Then they can log into SFS via the browser and select the Observation, edit, and tie the Rubric to the Scripting, clean it up, put in Notes, attach documents, etc. and Record and/or complete and send to staff member.
- The whole focus of the App was to be able to script without any connection. But people get a mindset that an App does everything. That is not how ours is set. Ours only does certain things.

So, if you wish to do some observation work or work on a teacher's notes section, remember to sync your iPad app prior to leaving a wi-fi environment. Then, you will have the teachers on your app and can open an observation for them.

**Standard for Success Analytics – Track your Observations**

Remember that you can access your observation data in the Analytics section of Standard for Success. Simply click the Analytics text at the top of your Admin Account Screen. Below is an example of what you can track in the Analytics section of SFS



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You will see below the number of completed observations corporation wide as well as the number of teachers that have not received an observation:

### Summary Across Rubrics of 2015 Change Rubric to..

All Schools

	In Progress	Reviewing	Completed
Informal	78	30	133
Formal	21	71	48

716 staff total  
 456 staff have not been observed this year  
 3 staff have been completely finalized for this year

49 - observations completed over last week  
 101 - observations completed over last two weeks  
 160 - observations completed over last month  
 101 - observations currently overdue  
 6 - observations that were sent/completed past due date

You can see a summary of information by domain:

### Summary Across Rubrics of 2015 Change Rubric to..

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You can also click on a Performance Indicator and see summary information specific to an Indicator:

Show History - explain

## Domain 2: Instruction

Show/Hide Names

### 2.4 Instruction: Uses Instructional Strategies and Resources to Teach for Understanding

<u>Highly Effective</u>	<u>Effective</u>	<u>Improvement Necessary</u>	<u>Ineffective</u>
Clear evidence that the teacher uses multiple, student centered instructional strategies and resources to teach for understanding for all students <span style="color: green;">●</span> 26 / 30	Clear evidence that the teacher uses multiple, appropriate instructional strategies and resources to teach for understanding for most students <span style="color: green;">●</span> 113 / 113	Some evidence that the teacher uses multiple instructional strategies and resources to teach for understanding for most students <span style="color: yellow;">●</span> 15 / 18	Little or no evidence that the teacher uses multiple instructional strategies and resources to teach for understanding <span style="color: yellow;">●</span> 0 / 2

We will review some of these features when we meet in November.

### Artifact – FAQ

The Oversight Committee has met twice already this school year. In our first two meetings we worked on the issue of our need for clarification around the use of artifacts. As you know, we have included exemplars of artifacts in each Performance Indicator section of the rubric. There remains, however, some confusion regarding the frequency, amount, and function of artifacts in the MSDW Teacher Evaluation System.

Attached is a draft FAQ that is a result of the Oversight Committee’s work. It compiles the many conversations we have held regarding artifacts and we hope will serve as a valuable document to evaluators and teachers. We will ask for your feedback during our first training session on November 5<sup>th</sup>.

### Teacher Evaluation Mission/Vision/Belief Statements

The Oversight Committee, during our first two meetings and with the assistance of IN-TASS, created a Mission/Vision and Belief Statement Draft. This need for this work was revealed when our teachers and evaluators worked together to review our evaluation system through the lens of the IN-TASS Teacher Evaluation System Rubric. The gap analysis of our system indicated that we lacked a clear Mission, Vision, and Belief Statement document to guide our process. Attached you will see the draft of the Oversight Committee’s work. We will review this document at our November 5<sup>th</sup> training

### Final Thought

As always, submit a ticket to SFS for information on the functionality of the program and if you have questions regarding your observations and expectations, please contact, Mr. Oestreich, or Dr. Milleman.

Thank you.



## **1. What is the purpose of artifacts?**

The primary purpose of artifacts is to provide the evaluator evidence of teachers' work toward meeting the expectations of a given Performance Indicator.

Additionally, artifacts may be useful in providing the evaluator a deeper look or a more extensive look into the teachers' progress toward meeting the expectations of a given Performance Indicator.

## **2. How many artifacts are needed?**

Usually 1 -2 Artifacts is sufficient to provide the evaluator enough information to provide the teacher with a rating.

The evaluator may request more or different artifacts than those already uploaded by a teacher. However, a small number of artifacts should still suffice, even if requested by the evaluator.

It is important for teachers to understand that quantity does not necessarily equal quality when it comes to artifacts. Uploading additional artifacts or a large number of artifacts will not necessarily translate into a higher score.

## **3. Will all artifacts be scored?**

Not necessarily.

If an evaluator asks for a specific artifact, the artifact should be reviewed, and in most cases scored. However, if a teacher adds additional artifacts, the evaluator may, or may not, choose to review and score artifacts.

If artifacts are included in materials as a required part of a formal Plan of Assistance, and the artifacts are specifically requested as part of the Plan of Assistance, the artifacts should be reviewed, and in most cases scored.

## **4. Can teachers upload artifacts to domains of which the teacher believes the current scores are too low?**

As stated in item #1, the primary purpose is to fill gap in areas that haven't been observed.

Teachers can certainly add artifacts at any time. Each time a change is made to a teacher's file in Standard for Success, the evaluator is notified. However, as stated, in item #3, the evaluator has the discretion to review and score the artifacts.

## **5. What are the criteria used when evaluating artifacts?**

Each Performance Indicator, in the rubric, contains examples of both Observable and Documented evidence. While not exhaustive, the lists do provide both the types of evidence that are meaningful, and the definitions of Highly Effective through Ineffective examples.

On occasion, the rubric may state identical language in both the Highly Effective and Effective columns. In these cases, the definitions of quality (the Highly Effective and Effective boxes) will provide guidance to the evaluator when assigning a score.

## **6. How much should artifacts weigh in final scores?**

Most of Domain II (Effective Instruction), and parts of Domain I and III is observable on some level. Therefore, in those cases, the list of Observable Evidence should provide the primary context for the rating.

In some Performance Indicators, such as those related to planning, equal weight may be appropriate as it is possible to observe quality planning in action as well as see and review effective lesson plans.

Because, student achievement is the primary goal of all classrooms, artifacts that display student proficiency, growth, and learning, are extremely valuable and relevant when considering the appropriate rating.

Evaluators apply professional judgment when scoring each Performance Indicator at the time of the Summative Evaluation. If artifacts supply the only evidence, obviously, the judgment will be based solely on the artifact. In all other cases, evaluators will consider all pieces of evidence in totality to determine the rating. It is very difficult at the moment the final score is applied to place a percentage of weight that one piece of evidence has over another.

### **6. Should teachers create artifacts solely for the purpose providing documented evidence?**

It is possible that the creation of artifacts is the best way teachers can use to provide evidence. Pictures, video, new approaches to planning, or newly assessments, may be created by teachers as a response to observations.

The evaluation process does not mandate teachers create new artifacts, and it is not the goal of the administration to require additional work for the sake of providing evidence through artifacts. The evaluator will make observations of classrooms and artifacts, and provide feedback to the teacher. If the teacher believes the best way for the evaluator to have a clearer picture of effectiveness

is through a newly created artifact, the teacher may certainly share it with the evaluator (see item #4).

### **7. When is the best time to submit artifacts?**

Some artifacts, such as those related to planning often require artifacts. It is advised to upload artifacts throughout the year as to avoid a rush to load artifacts at the end.

Evaluators should also communicate, as early as possible, if artifacts are necessary because there are Performance Indicators missing scores.

Both evaluators and teachers can track the scoring of each Performance Indicator in Standard for Success. It is a shared responsibility between the teacher and evaluator to communicate.

### **8. Is it possible that artifacts are unique to a building or department?**

Yes.

If a building or department chooses to emphasize a teaching practice or methodology, artifacts may be unique or specific to a location or subject/grade level.

### **9. Should all artifacts be uploaded or is a binder of paper artifacts required?**

Evaluators should provide a system or a clear expectation to teachers regarding the type of artifacts (electronic or paper). Teachers may upload artifacts to SFS at any time. However, if the evaluator has set an expectation of a binder, the binder will be the method that is considered for scoring Performance Indicators.

Evaluators may also expect a blend of paper artifacts and uploaded artifacts. Again, the expectation should be clearly communicated and understood by all parties. Unnecessary time should not be spent uploading or turning in artifacts.

### **10. What should a teacher do if he/she believes artifacts should be considered or if there is a disagreement with the score a Performance Indicator received based on an artifact?**

Teachers should approach evaluators with concerns regarding artifacts, just as evaluators are approached for any other concern. Professional dialogue is important and face to face communication is often the best way to sort through differences, even if the result is not agreeable to either or both parties.

Observations and evaluations in SFS are open for a period of time for teacher comments and ongoing communication with evaluators. The best way, and the appropriate way to document professional disagreement with a score or with observation feedback is through SFS.

DRAFT

## **Vision Statement for MSD Washington Teacher Evaluation**

A master educator in every classroom

## **Mission Statement for MSD Washington Teacher Evaluation**

Collaboratively develop & implement a clearly communicated evaluation process that continuously improves instruction & student learning

## **Belief Statements**

- ✓ **We believe the primary purpose of evaluation is to facilitate growth among students, teachers, and evaluators**
- ✓ **We believe that the school environment should be conducive to learning**
- ✓ **We believe in meaningful, effective, & sustainable professional development**
- ✓ **We believe teachers deserve an evaluation system that builds on trust & collaboration**
- ✓ **We believe students deserve educators who are dedicated to professional growth & student improvement**
- ✓ **We believe our responsibility is to promote positive and transparent dialogue to promote growth**