Evaluation Pilot News

Evaluation Pilot Year Underway

The Teacher / Principal Evaluation Pilot (TPEP) Kickoff meeting was held at the District Office on Thursday, September 8, 2011 from 3:30 - 5:30. All teachers who volunteered for the evaluation pilot attended, along with all principals. All principals attended their first training earlier in the day. Members of the TPEP Steering Committee explained different elements of the evaluation tool, including the electronic tool called eVal, and . . .

- Self-Assessment
- Professional Growth
- Goal Setting
- Summary Criteria
- Evaluation Rubric Form
- Summative Rating Forms
- Evidence and Measures.

Teachers participating in the pilot are:

Angelica Alto
Heidi Bucholz
Jacob Bucholz
Debra Carlson
Susie Choman
Noni Clark
Patty Cone
Susan Cox
Patrice Dahlin
Abby Dalbeck
Tamera Detwiler
Sally Dieringer
Sarah Ferrians
Terri Goveia
Laurie Grimm
Maija Henderson
Brian Herling
Johnette Hessburg
Peter Jelsing
Jim Kovach
Brian Lee
Ruth Lowe
Lani Lynch
Courtney McCoy
Beverly McCreary
Koni McLean

Heidi Monroe
Stacy Moody
Danielle Ouellette
Kevin Parr
Lisa Pattison
Leslie Peterson
Suzanne Porter
Kathy Sadler
Sunny Savage
Desirée Schmidt
Susan Sears

Jacob St. John
Betsy Strean
Jana Sutton
Jill Svilar
Mary Symonds
Ryan Weaver
Mark Woolsey
Tami Woolsey
Carmen Yanez
Socorro Yanez

Laurie Grimm attends the TPEP kickoff meeting.

Jon DeJong on Principals and the New Process

Assistant Superintendent Jon DeJong serves on the Principal Evaluation committee and is working with principals on using the new evaluation tool. All principals are participating in the pilot. "We look at principal performance one criterion at a time in monthly meetings," says DeJong. "Principals have also done a self-assessment and developed a professional growth plan for the year."

Principals have also begun using the eVal tool. "There have been some bumps," says DeJong, "but it shows promise."

Next is a survey of principals to gather feedback on the tool and processes. "We will use that feedback to begin editing the rubrics and evaluation process," says DeJong.

An important topic that has come up with principals is something called inter-rater reliability. "Inter-rater reliability is a process for developing consistent scoring between evaluators," says DeJong. "It's important because all teachers and principals will receive a summative rating based upon the 4-tier system – unsatisfactory, basic, proficient, distinguished. We want those ratings to be consistent between evaluators. It is a similar concept to teachers collaboratively scoring student work in an effort to evaluate students consistently against a standard."
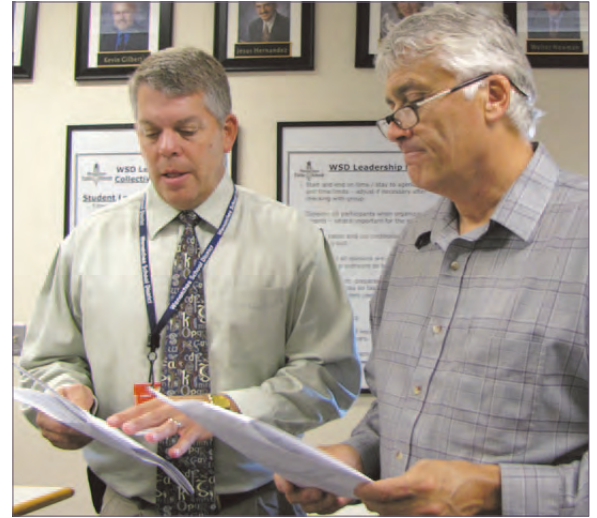
Principal Evaluation Pilot

While all principals in every building will use the new teacher evaluation tool with teacher pilot participants, there is also a new tool for Principal evaluations.

Principals who are piloting the new Principal Evaluation are . . .

Keith Collins	Jeff Jaeger
Fay Crawford	Kory Kalahar
Patti Eggleston	Alfonso Lopez
Mark Goveia	Tim Sheppard
Mark Helm	John Waldren
Mike Hopkins	

Principals Keith Collins and John Waldren review the new Principal Evaluation rubric.

Professional Development

Professional Development is an integral piece of the evaluation pilot. A full menu of trainings are being offered that tie the Marzano Instructional Framework to the new evaluation criteria and each class is linked to specific evaluation criteria. Pilot participants were given first option for classes, then registration became available to all teachers, team leaders, then all staff. Substitute teachers will be provided for all teachers. Class registration is based on space availability. This Professional Development is financed through the OSPI Evaluation Pilot Grant and Title II.

Marzano Instructional Framework Classes

All classes held at the District Office, Main Board Room

November 14, 9:30 – 3:30	Classroom Management
November 15, 8:00 – 3:00	Using Data to Inform Instruction
December 6, 8:00 – 3:00	Highly Engaged Classroom
December 7, 8:00 – 3:00	Differentiation
January 12-13, 8:00 – 3:00	Acquiring Knowledge
February 23, 8:00 – 3:00	Instructional Rounds (Limited to TPEP participants only) — K-5
February 24, 8:00 – 3:00	Instructional Rounds (Limited to TPEP participants only) — 6-12
March 15-16, 8:00 – 3:00	Academic Vocabulary

Jodi Smith, Assistant Superintendent of Learning and Teaching, manages the Marzano Professional Development for WSD. The integration of the instructional framework of Dr. Robert Marzano with the Evaluation Tool is an important part of the new evaluation system.

Tina H. Boogren is the instructor for the TPEP/Marzano professional development courses. Boogren is an expert educator, former teacher and administrator.

Q & A with Gayle Northcutt, WenEA President

Q. What's happened so far this year with the evaluation pilot?

Northcutt: Wenatchee School District has developed the professional development plan of training in Marzano that matches the specific criteria in the evaluation pilot.

We have met twice with the teachers and principals who are doing the pilot. The first time was to talk about the new eVal tool, reflections, and to work with the new goal setting form. We've gotten feedback and asked about the understanding of the different criterion.

We're asking pilot participants to have the first observation completed by November 22nd. Our next meeting is in January, and we'll talk about how it went. We'll ask them about the pre and post observation forms, and how it worked with their goals. We'll ask if this is making a difference and if the conversations are changing.

The principals participated in training at the end of September. They did instructional rounds and talked and compared how they observe. They've been meeting, taking a criterion each month to work on, sharing their language and best practice.

Q. What kind of feedback are you getting from TPEP participants?

Northcutt: It's a lot of time. From both principals and teachers, it's a different way of thinking.

What the teachers and the administrators found [about goal setting] is that the whole conversation is different. We were hoping the conversations would change, and they have. It's not a checklist anymore.

Q. What's been the biggest challenge so far?

Northcutt: It's new. It's so new, and it's a different way of thinking. It's something that we've added to the busyness of the day.

Q. Tell me about the eVal software and how that's going.

Northcutt: We're the only Mac school district on the pilot so there have been some glitches. Other pilot participants using it say it's really good.

Q. Looking past those glitches, do you see it becoming an important part of the evaluation process?

Northcutt: I do, because it will speed up keeping track of the information. It will speed things up for the administrators as they go into observe. You can code the notes to the criteria, and at the end of the year just plug in to the final evaluation form. It's to store information, to archive, to communicate back and forth quickly instead of making the formal sit-down meeting. Also, the software is specific to Wenatchee's criteria. Each

Gayle Northcutt attending a Marzano class.

pilot has been customized to its own language. It's quite something.

Q. What's next?

Northcutt: From the state standpoint, the state's steering committee is trying to make the definition of the criteria more universal. They're also trying to align the three instructional frameworks of Marzano, Danielson, and the University of Washington's Five CEL so all three can support these definitions.

> **We need to thank the teachers and principals who are piloting this. It's really quite a journey that we're on. They jumped in. Talk to these people so you can benefit from their experience.**
>
> **-- Gayle Northcutt**

Q & A with Scott Poirier on the new eVal software

The Washington Education Association worked together with ESD 113 in Olympia to design and develop a system that manages the state evaluation system. eVAL provides opportunities for goal setting, conferencing, observations, threaded discussions, self-assessments, artifacts, reflective practice, rubric scoring, formative and summative reports, and even a module that initiates inter-rater reliability and scoring calibration. The system is voluntary, free, and secured behind a state of the art network operations center that is monitored 24 hours a day and continuously backed up on multiple servers.

Q. Is eVal available to all teachers and principals in Wenatchee and other pilot school district?

Poirier: It is available to all pilot participants in the pilot districts. It's secured behind multiple layers of security so someone outside who doesn't have permission, secure logins, or a verified role can't get in. We don't even have an external website

Q. How does eVal help the evaluation process and paperwork?

Poirier: It manages the entire process from goal setting to final evaluation and everything in between. So, no paper for setting goals, pre-conferences, answering questions, threaded discussions, note taking, reflective practice, self-assessment, artifacts, evidence, summary printouts, reports, calibration, inter-rater

reliability, etc. Everything can be done on-line if desired.

Q. Why did you decide to develop the software?

Poirier: We could see that we are moving away from a compliance based system (something easy to manage but not very meaningful) to a much more complex, growth-based process designed to help teachers and principals improve their practice and ultimately increase learning from students. We needed to figure out a way to manage everything that goes with a more meaningful system. We also wanted to support multiple instructional

frameworks from different pilot districts, and we were seeing some of the pilots being hit up with vendor solutions that would cost them a lot of money. As you know, our system is voluntary and free to the pilots and later to all districts in the state who want to use it.

Q. Will this be a part of the implementation for everybody next year?

Poirier: It will be available to all the districts in the ESD regional implementation grant districts and to all districts in the 2013-14 school-year (year of required implementation for all districts).

What's Next: Schedule of Meetings for All Pilot Participants

January 5, 2012 3:30 – 5:30 pm • First Observation - How were criteria 1, 2, 4, 5 & 6 observable?
March 8, 2012 3:30 – 5:30 pm • Professional Development Program - Did the professional development clarify the expectations identified in the individual rubrics? • Self Reflection on Goal Progress • Criteria 3
May 3, 2012 3:30 – 5:30 pm • Second Observation • Criteria 7 and 8 • Post Conference • Summative Report
June 18, 2012 8:00 am – 4:00 pm • Rubric • Student Data • Electronic Data Tool • Evidence & Measures • Do the identified evidence and measures provide adequate and accurate information upon which to base the evaluation ratings? • Professional Development