



Wenatchee School District Evaluation Pilot Summary

Instructional Framework

Wenatchee is working with Robert J. Marzano, PhD, a leading researcher in education, for our instructional framework. Marzano has written more than 30 books and 150 articles on topics such as instruction, assessment, writing and implementing standards, cognition, effective leadership, and school intervention. His specificity of teacher behaviors will help guide our observations and goal setting. More than 100 Wenatchee educators have attended training with Marzano. In an agreement with OSPI, Marzano committed to several long-term professional development workshops throughout Washington State as part of "Getting Serious About School Reform: Three Critical Commitments."

Research

Research: We brought in Scott Poirier, formerly Assistant Superintendent for secondary education at the Office of Superintendent of Public Instruction (OSPI), currently the K-12 Education Coordinator for the Washington Education Association (WEA), to work with us on the creation of evaluation rubrics. We worked with Charlotte Danielson, an educational consultant. Danielson was brought in by the state TPEP steering committee to work with the nine TPEP committees in a workshop held in Spokane. Each member of the principal committee reviewed two articles about effective leadership and principal evaluations and reported back to the group. The review of the literature came from a variety of reliable resources, including the Association of Washington School Principals, the Center for Teacher Effectiveness, and the Wallace Foundation Perspective series. The principal committee examined reports by school districts with experience on creating new evaluation tools, including North Carolina, Jefferson County and Washoe County. Both committees studied research from Robert Marzano.

Approximate Hours: As of May 10, 2011, the Steering Committee has had twenty-two all-day meetings, and both the teacher committee and principal committee have met twenty full days each. The total amount of full days, as calculated by combining all meeting time, is thirty days.

Incorporation of Student Growth Data

Teacher evaluation criterion six addresses the use of student growth data. The rubric reads: Criterion 6. Use multiple student data elements to modify instruction and improve student learning: The teacher uses multiple data elements to guide students in self-reflection and goal setting, to modify instruction, and to design and modify appropriate student assessments; also, the teacher can show that the students in his/her classroom have made growth and/or met course or grade-level standards using multiple measures.

Principal evaluation criterion eight addresses how student growth data is incorporated. The rubric reads: Criterion 8: Demonstrates a commitment to closing the achievement gap. Criterion 8.3 Student Growth Data defines the gold standard for this criterion: The principal is able to demonstrate that 80% of all students have made growth or met grade level standards in content areas identified in district accountability requirements (AYP, etc). Multiple measures will be used which may include MAP, District-Based Assessments, Classroom- Based Assessments CBPA's, WLPT, or DRA, to name several.

TPEP Joint Teams

Wenatchee Steering Committee: Brian Flones, Superintendent, Wenatchee School District; Jon DeJong, Assistant Superintendent, Organizational Development; Lisa Turner, Director, Human Resources; Mark Helm, Principal, Pioneer Middle School; Fay Crawford, Principal Representative, Columbia Elementary; Mark Woolsey, Teacher, Columbia Elementary; Chris Cloke, Teacher, Wenatchee High School; Gayle Northcutt, WenEA Representative

Principal Committee: Leslie Peterson, Teacher, Sunnyslope Elementary; Kathy Sadler, Teacher, Orchard Middle School; Brian Lee, Teacher, Wenatchee High School; Mark Goveia, Principal, Sunnyslope Elementary; Bill Eagle, Principal, Orchard Middle School; Jeff Johnson, Principal, Westside High School; Jon DeJong, Assistant Superintendent - Organizational Development; Colleen Obergh, Director, Special Education; Mark Helm, Steering Committee Principal Representative; Chris Ferrians, WenEA Representative; Mark Woolsey, Steering Committee Teacher Representative

Teacher Committee: Coni Carlquist, Teacher, Mission View Elementary; Susan Cox, Teacher, Pioneer Middle School; John Spencer, Teacher, Wenatchee High School; Fay Crawford, Teacher, Columbia Elementary; John Waldren, Principal, Foothills Middle School; Kory Kalahar, Principal Wenatchee High School; Lisa Turner, Director of Human Resources; Jodi Smith, Assistant Superintendent of Learning and Teaching; Evelyn Kellogg, WenEA Bargaining Representative; Gayle Northcutt, WenEA Representative; Chris Cloke, Steering Committee Teacher Representative

Wenatchee School District

Our Experience

The Process

In Wenatchee, we formed three committees: a Steering Committee made up of the superintendent, four administrators and three teachers; a Teacher Committee with five administrators and six teachers, and a Principal Committee with six administrators and five teachers.

Among committee goals were to:

- Develop evaluation tools that reflect current research and promote professional growth.
- Review the current tools and retain those aspects that are effective and eliminate or revamp those aspects that are not.
- Build off of previous work and experiences.
- Effectively use multiple measures of student growth for building/instructional improvement.
- Develop tools that are truly beneficial, not just the fulfillment of a requirement.

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Then the committees rolled up their sleeves and got to work. The Teacher Committee began aligning existing district evaluation descriptors to the new criteria set forth by the state. They created new descriptors and identified evidence and measures for evaluating performance criteria and student growth.

The Principal Committee identified research-based characteristics of effective principal evaluation to create rubrics keeping with the characteristics and standards of effective leadership. They wrote the 'gold standard' for each criterion and aligned indicators to each gold standard, then differentiated the language for each of the four tiers.

Communication and transparency are an important part of the process. Face-to-face is always best, so we met with building staffs for interactive dialogs. We also have a website rich in information, including budget (we were allotted \$115,000 in grant funds to support our work.), goals, meeting minutes, committee members, links to state resources, and newsletters. We mail print newsletters and send eNewsletters to the community, and use email to communicate with all staff.

In January, the Steering Committee attended a TPEP-sponsored conference in Spokane, where we submitted the rubrics-in-process to national education expert, Charlotte Danielson. At this juncture the state TPEP steering committee recognized the importance of including instructional frameworks in conjunction with evaluation tools. Wenatchee has been working with Robert J. Marzano, PhD, a leading researcher in education, for our instructional framework. We began matching evaluation criterion to the Marzano framework. We also began work on determining a summative rating.

Currently we have posted our rubrics on our district Evaluation Pilot website and are preparing to submit our rubrics to the TPEP Steering Committee.

Lessons Learned So Far

One of the biggest lessons we've learned is that a collaborative working relationship is a must. We also realized that we didn't know what we didn't know, so technical support from WEA and the OSPI has been extremely beneficial. The work of finding the 'cut-line' has been challenging. We learned that an instructional framework is critical for creating a teacher evaluation tool, and that implementation of the new model will change the way we look at professional development. Professional development will now align to the instructional framework, where in the past professional development focused more on content-specific instructional strategies.