

Teachers Recruited for Pilot Year

All teachers were invited to apply to participate next year in the Evaluation Pilot. The feedback that teachers will provide on the effectiveness of the new evaluation process will be invaluable in the pilot year. That feedback will be used to edit and rework the evaluation tool.

In order to include a broad range of teachers, criteria by which teachers were chosen included:

- varied years of experience

- varied grade levels
- teachers from each school
- the opportunity for each principal and assistant principal to have at least one teacher to evaluate using the new rubric
- ability to attend a two-day Marzano Instructions Framework training June 20 and 21st

More than fifty teachers will

participate. Because it's a pilot year, working with a new evaluation tool and process, letter of agreement has been adopted.

Letter of Agreement for 2011-2012

Wenatchee School District No. 246 and the Wenatchee Education Association agree that from August 31, 2011 through August 31, 2012 those teachers participating in the pilot of our new evaluation model shall suffer no adverse effect.

Chris Cloke Meets With Governor Gregoire

Chris Cloke, along with representatives from each State Evaluation Pilot districts, met with Governor Christine Gregoire in a round table discussion at the WEA Representative Assembly in Tacoma on May 13.

Cloke, who is on the Wenatchee Evaluation Pilot Steering Committee, said the governor asked a lot of questions. "She wanted to understand the process we had gone through, and to understand why it had been valuable to work through the process."

One topic of discussion was the number of instructional models that should be adopted by the state legislature. Originally lawmakers had hoped for one state-wide evaluation tool. Gregoire asked why more than one model should be provided. Cloke offered several

reasons. Cost is one issue.

"You wouldn't want to have school districts who had already invested a lot into an instructional framework have to go back and accept a new model with new training," Cloke said.

Choice is another issue. Cloke told the governor that if people have a choice, the chance to choose a model that closely aligns to their frameworks will create a higher level of buy-in.

He also talked to the governor about the importance of using evaluation for collaboration, not competition. He said it needed to be a growth model for teachers, not a model that ranks teachers against one another.

"My impression was that she

walked away with the idea that the work was progressing well," said Cloke. "She asked great questions. She was engaged in what we had to say and followed up with appropriate questions."



Cloke

Gregoire gave kudos to the work done so far. She also made it clear that unless she agreed with evaluation pilot bill when it reached her desk, she wouldn't sign it.

"I feel we have the potential to be a beacon for other states," said Cloke "This is about professional growth instead of competition."

State TPEP Committee Co-Chairs Visit Wenatchee

Michaela Miller and Jim Koval, State Teacher Principal Evaluation Pilot (TPEP) co-chairs, met in Wenatchee with the Wenatchee Steering Committee on May 19, 2011. They've been travelling around the state meeting with all nine TPEP participants to listen to the results of the year's work.

Assistant Superintendent Jon DeJong presented the Principal Evaluation work completed by the Principal Committee, while Director of Human Resources Lisa Turner and WenEA President Gayle Northcutt presented the Teacher Evaluation work. Each gave Miller and Koval a notebook that included the evaluation rubrics (to date), summative score report, rating explanations, and conditions that will be a part of the evaluation tools.

The material given to Miller and Koval also included a comprehensive communications plan for the upcoming pilot year, professional development plans, a plan to evaluate the pilot year as it progresses, and the criteria for identifying pilot year teacher participants. The goal was to have more than fifty teachers participate.

"That represents ten percent of our certificated staff," said Northcutt.

In selecting teachers to participate, the WSD Steering Committee looked for a broad range of teacher experience, grade levels, and schools. They also wanted each principal and assistant principal to experience at least one teacher evaluation using the new teacher tool.

All principals will participate in the principal evaluation pilot. Koval remarked that the Wenatchee Principal Committee is much farther along than any other districts.

The role of Data Director was also discussed during the meeting, in particular the accessibility of student data. Ron Brown demonstrated Data Director to the group.

Michaela Miller handed out the TPEP Legislative Report and the timeline for the pilot. "The conversation with the governor is a good start," said Miller, "but there are two other bodies of the legislature. The house is probably

more familiar and knowledgeable about TPEP, but the senate is not there and hasn't been engaged [with the TPEP process]."

Koval said they're following Wenatchee closely because of Wenatchee's work with Robert Marzano for instructional framework. Also, he asked if principals were concerned about the amount of time the pilot will entail.

"It's a concern of mine as a principal," said Pioneer principal Mark Helm. "I'll have two professional developments going on, one for principals and one for teachers."

All pilot participants will be meeting in Spokane June 27th to share the work they've completed so far. One thing committee members keep reminding themselves of is the fact that next year is a pilot year, a time for trial and error, and figuring out ways to make the process and the tools even better.

"This is more than just rubrics," said Miller.

What's Next

June 20, 21 - Education researcher **Dr. Robert Marzano** will present a two-day workshop to all Evaluation Pilot participants.

June 27 - WSD Steering Committee will attend the Best Practice Gallery Walk and End of the Year Celebration with all pilot districts and state TPEP committee members at the Spokane Convention Center. They will share their completed models and ideas for professional development and implementation.

See pages 3 & 4 for the News Brief given to Governor Christine Gregoire.



Marzano



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 CBPAs, WLPT, or DRA, to name several.

TPEP Joint Teams

Wenatchee Steering Committee: Brian Flones, Superintendent, Wenatchee School District; Jon DeJong, Assistant Superintendent, Organizational Development; Jodi Smith, Assistant Superintendent, Learning & Teaching; 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.

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.

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.