

**Lakeview Community Schools
McREL teacher Evaluation Rationale**

(3) Beginning with the 2016-2017 school year, a school district, intermediate school district, or public school academy shall post on its public website all of the following information about the evaluation tool or tools it uses for its performance evaluation system for teachers:

(a) The research base for the evaluation framework, instrument, and process or, if the school district, intermediate school district, or public school academy adapts or modifies an evaluation tool from the list under subsection (5), the research base for the listed evaluation tool and an assurance that the adaptations or modifications do not compromise the validity of that research base.

McREL has conducted additional studies since the first release of Classroom Instruction that Works (CITW, Marzano, Pickering, & Pollock, 2001), See Attachment A. This early study identifies nine instructional strategies for improving academic achievement and synthesized findings from previous meta-analyses around each strategy. Our present study extends and updates this original work, (Igel, Aphorpe & Beesley, 2010) One rationale for an update is to take into account the work that has been done by educational researchers since 1998 on each of the nine instructional strategies. As educational research methods have become more rigorous, partly in response to initiatives from the U.S. Department of Education, a larger body of experimental and quasi-experimental studies have been published. In addition, the synthesis of more recent literature permits a closer look at how the nine strategies are currently being operationalized and studied.

As a result of a bi-directional analysis, analysts determined that the majority of content described in the InTASC Model Core Teaching Standards is present in McREL's Teacher Evaluation Standards to some degree. Of the 174 indicators in the InTASC standards, five (3%) are not addressed in the McREL standards. Of the indicators for which some corresponding content is present in the standards, 79 (45%) were identified as a strong match, 75 (43%) were judged a satisfactory match, and 15 (9%) were considered a weak match.

Conversely, all the content of the McREL Teacher Evaluation Standards is addressed to some extent in the InTASC standards. Of the 25 items in the McREL standards, 13 (51%) were found to have a strong match in the InTASC standards, and 12 (49%) were a satisfactory match. Among matches identified as satisfactory, 5 (42%) were not a strong match based on scope and 7 (58%) based on specificity.

(b) The identity and qualifications of the author or authors or, if the school district, intermediate school district, or public school academy adapts or modifies an evaluation tool from the list under subsection (5), the identity and qualifications of a person with expertise in teacher evaluations who has reviewed the adapted or modified evaluation tool.

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Previously, he was as a high school teacher for eight years before serving as an assistant principal and principal at the high school and middle school levels in the Denver Metro area for 20 years. He served as a faculty member at Regis University at the graduate level in Educational Leadership and Teacher Licensure programs. He holds a doctoral degree in Educational Administration and Policy Studies from the University of Denver.

(c) Either evidence of reliability, validity, and efficacy or a plan for developing that evidence or, if the school district, intermediate school district, or public school academy adapts or modifies an evaluation tool from the list under subsection (5), an assurance that the adaptations or modifications do not compromise the reliability, validity, or efficacy of the evaluation tool or the evaluation process.

During the development phase and pilot, McREL conducted a validation of the North Carolina Teacher Evaluation System (The McREL Teacher Evaluation System is modeled directly from our work in the design, development and implementation of the North Carolina Educator Evaluation System. This validation used teacher standard and element ratings as a basis for evidence. The final sample consisted on 1,413 teachers from seven school districts. Within this sample, the evaluation system performed as expected. Regarding the question of construct validity, characteristics presumed related to evaluation scores (e.g., licensure type) showed statistically significant correlations in the expected direction. As intended in the design, element ratings are related to other elements within the same standard and the overall standard. Ratings approximate a normal distribution and provide room for professional growth. Regarding the question of predictive validity, we examined the relationship between evaluation scores and school performance. Teachers from schools making AYP typically scored higher than teachers from schools not making AYP. Similarly, teachers from schools with higher growth status typically scored better than those from lower growth schools.

We continue to utilize a process to conduct validity studies on our evaluation tools. This ongoing process follows the guidelines set forth by the American Psychological Association (APA).

(d) The evaluation frameworks and rubrics with detailed descriptors for each performance level on key summative indicators.

McREL utilizes a unique and specific theory of action that is applied to the design and development of all of our evaluation systems. Our analytic rubrics allow teachers and observers to focus on specific knowledge and skills required of teachers within the overall complex task of teaching. Analytic rubrics offer focused attention and specific feedback to the individual performance tasks (Nitko, 2001) associated with improving instructional quality.

Assuming a primary purpose of evaluation is to support continuous learning and improvement; we believe the rubric design should reflect that purpose. Rather than a deficit approach which attempts to describe gaps in knowledge and skills of teacher practice captured through a rating category labeled unsatisfactory or ineffective, our rubrics are explicit about what teachers should know and be able to do by scaffolding teacher practices down and across the five (5) ordinal ratings.

Our rubrics begin with the performance standard followed by a set of elements that detail and support the performance standard. Descriptors (teacher practices) make up the contents of the rubrics. Each rubric articulates, between one to several teacher practice constructs. Each construct is communicated horizontally across the rubric. In the example above there are two teacher practice constructs at work that when taken together exemplify performance as defined by the element.

The descriptors are written in such a way as not to constrain a school system to any single model(s) of professional practice. In other words – school systems are not required to compromise or abandon their current adopted models of professional practice to make effective use this evaluation system. The descriptors are organized across a continuum of ratings by describing teacher practice beginning at a “Developing” level and continuing through a “Distinguished” level. The rubrics in McREL’s Standard-based Teacher Evaluation System establish clear links among standards, elements, and practices and communicate the important criteria on which teachers will be assessed, evaluation scores are derived, and performance plans are generated.

The descriptors are the performance criteria on which teacher practice is defined and will be measured. The scaffolding of teacher practices complements the performance criteria and is exemplified by a formative rating scale as opposed to a checklist of practices.

Rubrics define and measure performance

Standard I: Teachers Demonstrate Leadership

a. Teachers lead in their classrooms. *Teachers demonstrate leadership by taking responsibility for the progress of all students to ensure that they graduate from high school, are globally competitive for work and postsecondary education,*

and are prepared for life in the 21st century. Teachers communicate this vision to their students. Using a variety of data sources, they organize, plan, and set goals that meet the needs of the individual student and the class. Teachers use various types of assessment data during the school year to evaluate student progress and to make adjustments to the teaching and learning process. They establish a safe, orderly environment and create a culture that empowers students to collaborate and become lifelong learners.

b. Teachers demonstrate leadership in the school. Teachers work collaboratively with school personnel to create a professional learning community. They analyze and use local, state, and national data to develop goals and strategies in the school improvement plan that enhance student learning and teacher working conditions. Teachers provide input in determining the school budget and in the selection of professional development that meets the needs of students and their own professional growth. They participate in the hiring process and collaborate with their colleagues to mentor and support teachers to improve the effectiveness of their departments or grade levels.

c. Teachers lead the teaching profession. Teachers strive to improve the teaching profession. They contribute to the establishment of positive working conditions in their school. They actively participate in and advocate for decision-making structures in education and government that take advantage of the expertise of teachers. Teachers promote professional growth for all educators and collaborate with their colleagues to improve the profession.

d. Teachers advocate for schools and students. Teachers advocate for positive change in policies and practices affecting student learning. They participate in the implementation of initiatives to improve the education of students.

e. Teachers demonstrate high ethical standards. Teachers demonstrate ethical principles including honesty, integrity, fair treatment, and respect for others.

Standard II: Teachers Establish A Respectful Environment For A Diverse Population Of Students

- a. Teachers provide an environment in which each child has a positive, nurturing relationship with caring adults.** Teachers encourage an environment that is inviting, respectful, supportive, inclusive, and flexible.
- b. Teachers embrace diversity in the school community and in the world.** Teachers demonstrate their knowledge of the history of diverse cultures and their role in shaping global issues. They actively select materials and develop lessons that counteract stereotypes and incorporate histories and contributions of all cultures. Teachers recognize the influence of race, ethnicity, gender, religion, and other aspects of culture on a student's development and personality. Teachers strive to understand how a student's culture and background may influence his or her school performance. Teachers consider and incorporate different points of view in their instruction.
- c. Teachers treat students as individuals.** Teachers maintain high expectations, including graduation from high school, for students of all backgrounds. Teachers appreciate the differences and value the contributions of each student

- in the learning environment by building positive, appropriate relationships.*
- d. Teachers adapt their teaching for the benefit of students with special needs.** *Teachers collaborate with the range of support specialists to help meet the special needs of all students. Through inclusion and other models of effective practice, teachers engage students to ensure that their needs are met.*
 - e. Teachers work collaboratively with the families and significant adults in the lives of their students.** *Teachers recognize that educating children is a shared responsibility involving the school, parents or guardians, and the community. Teachers improve communication and collaboration between the school and the home and community in order to promote trust and understanding and build partnerships with all segments of the school community. Teachers seek solutions to overcome cultural and economic obstacles that may stand in the way of effective family and community involvement in the education of their students.*

Standard III: Teachers Know The Content They Teach

- a. Teachers align their instruction with the state standards.** *In order to enhance the state standards, teachers investigate the content standards developed by professional organizations in their specialty area. They develop and apply strategies to make the curriculum rigorous and relevant for all students and provide a balanced curriculum that enhances literacy skills. Elementary teachers have explicit and thorough preparation in literacy instruction. Middle and high school teachers incorporate literacy instruction within the content area or discipline.*
- b. Teachers know the content appropriate to their teaching specialty.** *Teachers bring a richness and depth of understanding to their classrooms by knowing their subjects beyond the content they are expected to teach and by directing students' natural curiosity into an interest in learning. Elementary teachers have broad knowledge across disciplines. Middle school and high school teachers have depth in one or more specific content areas or disciplines.*
- c. Teachers recognize the interconnectedness of content areas/disciplines.** *Teachers know the links and vertical alignment of the grade or subject they teach. Teachers understand how the content they teach relates to other disciplines in order to deepen understanding and connect learning for students. Teachers promote global awareness and its relevance to subjects they teach.*
- d. Teachers make instruction relevant to students.** *Teachers incorporate 21st century life skills deliberately, strategically, and broadly into their teaching. These skills include leadership, ethics, accountability, adaptability, personal productivity, personal responsibility, people skills, self-direction, and social responsibility. Teachers help their students understand the relationship between the state standards and 21st century content, which includes global awareness; financial, economic, business, and entrepreneurial literacy; civic literacy; and health awareness.*

Standard IV: Teachers Facilitate Learning For Their Students

- a. Teachers know the ways in which learning takes place, and they know the appropriate levels of intellectual, physical, social, and emotional development of their students.** Teachers know how students think and learn. Teachers understand the influences that affect individual student learning (development, culture, language proficiency, etc.) and differentiate their instruction accordingly. Teachers keep abreast of evolving research about student learning. They adapt resources to address the strengths and weaknesses of their students.
- b. Teachers plan instruction appropriate for their students.** Teachers collaborate with their colleagues and use a variety of data sources for short- and long-range planning based on the state standards. These plans reflect an understanding of how students learn. Teachers engage students in the learning process. They understand that instructional plans must be consistently monitored and modified to enhance learning. Teachers make the curriculum responsive to cultural differences and individual learning needs.
- c. Teachers use a variety of instructional methods.** Teachers choose the methods and techniques that are most effective in meeting the needs of their students as they strive to eliminate achievement gaps. Teachers employ a wide range of techniques including information and communication technology, learning styles, and differentiated instruction.
- d. Teachers integrate and utilize technology in their instruction.** Teachers know when and how to use technology to maximize student learning. Teachers help students use technology to learn content, think critically, solve problems, discern reliability, use information, communicate, innovate, and collaborate
- e. Teachers help students develop critical thinking and problem-solving skills.** Teachers encourage students to ask questions, think creatively, develop and test innovative ideas, synthesize knowledge, and draw conclusions. They help students exercise and communicate sound reasoning; understand connections; make complex choices; and frame, analyze, and solve problems.
- f. Teachers help students work in teams and develop leadership qualities.** Teachers teach the importance of cooperation and collaboration. They organize learning teams in order to help students define roles, strengthen social ties, improve communication and collaborative skills, interact with people from different cultures and backgrounds, and develop leadership qualities
- g. Teachers communicate effectively.** Teachers communicate in ways that are clearly understood by their students. They are perceptive listeners and are able to communicate with students in a variety of ways even when language is a barrier. Teachers help students articulate thoughts and ideas clearly and effectively.
- h. Teachers use a variety of methods to assess what each student has learned.** Teachers use multiple indicators, including formative and summative assessments, to evaluate student progress and growth as they strive to eliminate achievement gaps. Teachers provide opportunities, methods, feedback, and tools for students to assess themselves and each other. Teachers

use 21st century assessment systems to inform instruction and demonstrate evidence of students' 21st century knowledge, skills, performance, and dispositions.

Standard V: Teachers Reflect On Their Practice

- a. Teachers analyze student learning.** *Teachers think systematically and critically about student learning in their classrooms and schools: Why learning happens and what can be done to improve achievement. Teachers collect and analyze student performance data to improve school and classroom effectiveness. They adapt their practice based on research and data to best meet the needs of students.*
- b. Teachers link professional growth to their professional goals.** *Teachers participate in continued, high-quality professional development that reflects a global view of educational practices; includes 21st century skills and knowledge; aligns with the State Board of Education priorities; and meets the needs of students and their own professional growth.*
- c. Teachers function effectively in a complex, dynamic environment.** *Understanding that change is constant, teachers actively investigate and consider new ideas that improve teaching and learning. They adapt their practice based on research and data to best meet the needs of their students.*

Performance ratings

The rating levels are cumulative across the rows of the Rubric. The Developing teacher may exemplify the skills expected of a teacher who is new to the profession or an experienced teacher who is working in a new content area or grade level, or who needs a new skill in order to meet the standard. A Proficient teacher must exhibit the skills and knowledge described under the Developing header as well as those under Proficient. Likewise, a Distinguished teacher exhibits all of the skills and knowledge described for that element across the row. The Not Demonstrated rating should be used when the teacher is performing below expectations and is not making adequate growth toward becoming Proficient on the element. This rating is also used when the principal is not able to check any of the practices for the element being rated. If a teacher is rated as Not Demonstrated, then a comment must be made as to why.

The design of the McREL Teacher evaluation System is enables teachers and leaders to engage in the evaluation process in a much more collaborative manner than many historical evaluation systems. Understanding the work-load and expectations placed on teachers and leaders we believe that the evaluation system should complement the work rather than add to the workload.

Teacher performance will be noted as follows:

Developing: *Teacher demonstrated adequate growth toward achieving standard(s) during the period of performance, but did not demonstrate competence on standard(s) of performance.*

Proficient: Teacher demonstrated basic competence on standard(s) of performance.

Accomplished: Teacher exceeded basic competence on standard(s) of performance most of the time.

Distinguished: Teacher consistently and significantly exceeded basic competence on standard(s) of performance.

Not Demonstrated: Teacher did not demonstrate competence on or make adequate growth toward achieving standard(s) of performance. (Note: If the Not Demonstrated rating is used, the principal/evaluator must comment about why it was used.)

(e) A description of the processes for conducting classroom observations, collecting evidence, conducting evaluation conferences, developing performance ratings, and developing performance improvement plans.

Processes

School districts use processes to implement their policies. Nearly every function and activity of a district—from curriculum, instruction and assessment to decision making and problem solving, planning and goal setting, monitoring and evaluating—are carried out through processes. To ensure consistent application across a school district, this evaluation system was validated using a clear process associated with good teacher evaluation. The process of teacher evaluation constitutes a series of actions and activities to collect data, provide real-time feedback, generate evaluation ratings and develop improvement plans.

Component 1: Training

Before participating in the evaluation process, all teachers, principals, and others that may be involved in the evaluation of teachers should complete training on the evaluation system.

Component 2: Orientation

Based on an established timeline the principal should provide the teacher with a copy of or directions for obtaining access to:

- a. The teacher evaluation instruments (the Rubric).
- b. A schedule for completing all the components of the evaluation process.

Component 3: Teacher Self-Assessment

Using the teacher evaluation rubric, the teacher will conduct a self-assessment of their performance. This self-reflection exercise can be used in a number of ways that benefit the teacher evaluation process and teacher growth.

Component 4: Pre-Observation Conference

Before the first formal observation, the principal should meet with the teacher to discuss the teacher's self-assessment, finalize the teacher's most recent professional development plan, and prepare the principal for conducting data collecting through direct classroom observations and, when required other methods.

Component 5: Observations (formal and informal)

A formal observation typically last at least 45 minutes or an entire class period. Informal observations can be considered any classroom visit lasting less than the entire class period. Generally there are policies that define formal vs. informal observations and the frequency and duration based on a teachers status during the course of an annual evaluation cycle.

Component 6: Post-Observation Conference

The principal should conduct a debrief or post-conference of the in-class observation based on the policies established by the school district.

Component 7: Summary Evaluation Conference and Scoring the Teacher Summary Rating Form

Based on the school districts timeline, the component provides the opportunity for the teacher and the evaluator to determine final ratings for each of standards and supporting elements of each standard.

Component 8: Professional Development Plans

This component provides the opportunity to develop plans for improving performance. These plans are based the results of the Teacher Summary Ratings. These plans are most effective when co-developed by the evaluator, teacher and other required district personnel.

(f) A description of the plan for providing evaluators and observers with training.

Lakeview Community School administrators received two days of training on the implementation of the McREL teacher Evaluation System. They also received one-day of follow-up training on August 13, 2015.