

New Teacher Evaluation Status Update

Topics to Discuss

1. Michigan Race to the Top Legislation, RTTT
2. Current AAEA Evaluation Timeline
3. The Framework for Teaching
4. 2009/2010 Professional Development
5. AAPS Collaborative Team Examining New Teacher Evaluation Document
6. Next Steps

Michigan's Race to the Top Legislation, RTTT Effective January 4, 2010

Key Features Relevant to the Performance Evaluation System

- With the involvement of teachers and school administrators, district/PSA boards shall adopt and implement a rigorous, transparent, and fair performance evaluation system for all teachers and administrators that;
 - Evaluates performance at least annually while providing timely and constructive feedback;
 - Establishes clear approaches to measuring student growth and provides teachers and administrators relevant data on that growth;
 - Evaluates job performance, using multiple rating categories that take into account data on student growth, as a significant factor;
 - For these purposes, student growth shall be measured by:
 - National, state or local assessments
 - AND
 - Other objective criteria

Michigan's Race to the Top Legislation, RTTT con't

- Uses the evaluations, at a minimum, to inform decisions regarding all of the following:
 - Effectiveness of teachers and administrators ensuring ample opportunities for improvement;
 - Promotion, retention, and development of teachers and administrators, including relevant coaching, instruction support, or professional development;
 - Whether to grant tenure or full certification, or both, using rigorous standards and streamlined, transparent, and fair procedures;
 - Removing ineffective teachers and administrators after they have had ample opportunities to improve, and ensuring decisions are made using rigorous standards and streamlined, transparent, and fair procedures.

Current AAEA Evaluation Timeline

- Develop an initial Individualized Development Plan (IDP) for first year probationary teachers
- IDP Review for other probationary teachers
- Probationary teachers evaluated two times during the school year (preceded by at least one observation)
- Tenured teachers evaluated at least once every three years (preceded by at least one observation)
- Option #2 may be used if there is mutual agreement between the teacher and the administrator
 - Description of Plan
 - Goals and objectives of plan
 - Indicators of success of plan

The Framework for Teaching

Domain 1: Planning and Preparation (Components)

- Demonstrating Knowledge of Content and Pedagogy
- Demonstrating Knowledge of Students
- Setting Instructional Outcomes
- Demonstrating Knowledge of Resources
- Designing Coherent Instruction
- Designing Student Assessments

Domain 3: Instruction (Components)

- Communicating with Students
- Using Questioning and Discussion Techniques
- Engaging Students in Learning
- Using Assessment in Instruction
- Demonstrating Flexibility and Responsiveness

Domain 2: The Classroom Environment (Components)

- Creating an Environment of Respect and Rapport
- Establishing a Culture for Learning
- Managing Classroom Procedures
- Managing Student Behavior
- Organizing Physical Space

Domain 4: Professional Responsibilities (Components)

- Reflecting on Teaching
- Maintaining Accurate Records
- Communicating with Families
- Participating in a Professional Community
- Growing and Developing Professionally
- Showing Professionalism

Domain Levels of Performance

- Unsatisfactory
 - Teacher does not understand the concepts underlying the component
- Basic
 - Teacher appears to understand the concepts and attempts to implement its elements
- Proficient
 - Teacher clearly understands the concepts underlying the component and implements it well
- Distinguished
 - Master teachers who make a contribution to the field, both in and outside of their school

Professional Development 2009/2010

- | | |
|--|---|
| November 19 <ul style="list-style-type: none">• Overview of Framework | April 12 <ul style="list-style-type: none">• Danielson Observations (Evidence Collecting) |
| November 20 <ul style="list-style-type: none">• How to Collect Evidence• Evaluate Teachers• Score Teachers• Identify Areas for Improvement | <ul style="list-style-type: none">• Administrator Workshop/ Overview |
| January 11 <ul style="list-style-type: none">• Evaluation Committee Meeting<ul style="list-style-type: none">• Review Evidence Collecting | April 13 <ul style="list-style-type: none">• Danielson Observations (Evidence Collecting) |
| January 12 <ul style="list-style-type: none">• Evaluation Committee Meeting<ul style="list-style-type: none">• Videos to Practice Evidence Collecting | April 14 <ul style="list-style-type: none">• Evaluation Committee Meeting |
| | May 17 <ul style="list-style-type: none">• Overview of Framework for New Members |
| | May 18 <ul style="list-style-type: none">• Danielson Observations(Evidence Collecting) for New Members |
| | May 19 <ul style="list-style-type: none">• Newly Expanded Committee Meets |

2009/2010 Teacher Evaluation Team

- Burns Park Kathy Morhous/Lakeisha Drummer
- Clague Cindy Leaman/Julie Donnelly
- Dicken Mike Madison/Wanda Brann
- Huron Jason Skiba/Laura Davis
- Logan Terra Webster/Ann Borders
- Northside Monica Harrold/Raquel Huff
- Pioneer Lisa Anglin/Lori Divirgilio
- Pre-School Michelle Pogliano/Keri Dzuiban
- AAEA President Brit Satchwell
- SISS Bill Harris
- HRS Cynthia Ryan

Next Steps

- Build capacity at the district level
- Adapt the Framework to use with specialist positions
- PD every year for new employees (teachers and administrators)
- Continue to pilot and “tweak” the process
- Negotiate into the contract
- Continue addressing legislation

Ann Arbor Public Schools Professional Development

May 12, 2010

Focus of PD

- Address student achievement
- Be specifically aligned with the district's school improvement/student achievement priorities and goals

When do we offer PD?

- Contractual time
 - 3 days before school starts
 - 1 day in November and 1 in February
 - 1st Wednesday of each month
 - Building staff meetings - 1 to 2 each month
 - Middle and High Schools have additional part days to meet with staff around PD

- Other times
 - During the school day
 - After school
 - During the Summer
 - And often when teachers meet together

Who provides the PD?

- District curriculum coordinators
 - Building principals
 - Building department chairs
 - Building curriculum advisory staff
 - Teachers
-
- Majority of February PD sessions were lead by teachers across the district

What PD is offered?

- Over 1,400 sessions/workshops
- Some Examples:
 - New interventions
 - Read 180/ System 44
 - FASTT Math
 - New Curriculum
 - Ongoing alignment
 - Benchmark assessments
 - Grade level units

What PD is offered?

- High School Graduation Requirements
 - Curriculum mapping
 - Common assessments
- Technology
- Using data to inform instruction
- Teaching strategies
 - Reading Apprenticeship
 - Differentiation
 - Mentoring new teachers
- And MORE

Demographic Data AAEA Retirements, Resignations & Unpaid Leaves for 2010-11

Board of Education
May 12, 2010

Overall Summary for 2010-11

- Total Retirements, Resignations, & Unpaid Leaves
 - 56.20 FTE (58 People)
- By Level
 - Elem. Classroom - 17 FTE
 - Elem. Special Areas - 8.0 FTE
 - Middle School - 11.4 FTE
 - High School - 7.8 FTE
 - SISS - 12.0 FTE

Elementary Classroom & Special Areas

- Classroom - 17 FTE
 - 16 Retirements, 1 Resignation, & 1 Unpaid Leave
- Special Areas - 8 FTE
 - All Retirements
 - Subject Area
 - 1 ESL, 3 Music, 1 PE, 2 Technology, & 1 RI Coordinator

Middle School - 11.4 FTE

- 11 Retirements, 1 Resignation, & 1 Unpaid Leave (13 People)
 - 1 Counselor
 - 1 Math
 - 2 Language Arts
 - 1 Science
 - 1 Social Studies
 - 1 World Language
 - 1 Art
 - 1 Music
 - 1 Business
 - 3 Student Planning Center

High School - 7.8 FTE

- 7 Retirements & 1 Unpaid Leave
(8 People)
 - 1 Counselor
 - 3 Science
 - 2 Social Studies
 - 1 World Language
 - 1 Business

SISS - 12 FTE

- 10 Retirements & 2 Resignations
 - 7 Teacher Consultant/Resource Room
 - 1 Psychologist
 - 2 Hearing Impaired Program
 - 2 Preschool Teachers

Detailed Demographic Breakdown

Level	Total	Male							Female						
		W	AA	A	H	NA	ME	O	W	AA	A	H	NA	ME	O
Elementary															
AA Open	2.0								2.0						
Carpenter	3.0	1.0							1.0	1.0					
Dicken	1.0	1.0													
Eberwhite	3.0								3.0						
King	3.0								3.0						
Logan	1.0	1.0													
Pattensgill	1.0	1.0													
Pittsfield	2.0								1.0	1.0					
Thurston	1.0									1.0					
Total Elem.	17.0	4.0	0.0	0.0	0.0	0.0	0.0	0.0	10.0	3.0	0.0	0.0	0.0	0.0	0.0
El. Special Areas	8.0	2.0							6.0						
Middle School															
Forsythe	2.0		1.0						1.0						
Scarlett	1.0								1.0						
Slauson	3.0	1.0							2.0						
Tappan	7.0	1.0	1.0						4.0						1.0
Total MS	13.0	2.0	2.0						8.0						1.0
High School															
CHS	2.0								2.0						
Huron	3.0	2.0							1.0						
Pioneer	2.0	1.0								1.0					
Skyline	1.0														1.0
Total HS	8.0	3.0							3.0	1.0					1.0
SISS															
Teach. Cons/RR	7.0	1.0							6.0						
Psych.	1.0								1.0						
HI Program	2.0								2.0						
Preschool	2.0								2.0						
Total SISS	12.0	1.0							11.0						
Total	58.0	12.0	2.0	0.0	0.0	0.0	0.0	0.0	38.0	4.0	0.0	0.0	0.0	0.0	2.0
Percent	100.0%	20.7%	3.4%	0.0%	0.0%	0.0%	0.0%	0.0%	65.5%	6.9%	0.0%	0.0%	0.0%	0.0%	3.4%

Percent Minority 13.8%
 Percent White 86.2%

Key: W=White
 AA=African Amer.
 A=Asian
 H=Hispanic
 NA=Nat. Amer.
 ME=Middle East.
 O=Other