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This is an overview of the 2017-18 P.K. Yonge Teacher Performance Evaluation System

Like the 16-17 system, the Teacher Performance Evaluation plan has three major components. We will begin with a discussion of the goals and ways in which the plan builds on the strengths of our previous system.

Next we will provide an overview of the 3 major components and Finally we will take an in -depth look at each of the components. Our presentation will focus on similarities and changes from the 16-17 version and an explanation of each of the three components outlined in the 2017-18 plan.

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The goals of this work have largely stayed consistent over the past several years.

Each summer the elected TELT representatives come together for an in-depth review of the previous year's work and collaborate on the design of the system for the upcoming school year.

It is our hope that with each revision we build on our previous work and only make changes needed to move us closer to our goals.

With the 2017-18 Teacher Performance Evaluation plan, we feel that we have created a robust system of teacher support that not only meets the goals but also provides for teacher choice and differentiation throughout all areas of work.

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Like the 16-17 system, the Teacher Performance Evaluation plan has three major components. These components are Instructional Practice, Additional Metrics, and Student Outcomes. Each one of these components is valued at $\frac{1}{3}$ of your total Teacher Performance Evaluation score.

We will take an in-depth look at each of these components in the following slides. Let's begin with the red bucket, which is the 2017-18 Instructional Practice component of the system.

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The Instructional Practice component of the Teacher Performance Evaluation System is valued at $\frac{1}{3}$ of the overall Teacher Performance Evaluation rating.

The Instructional Practice Component has 2 parts. Part A is Planning, which comprises approximately 11% of the overall rating. Part B is Instruction which comprises approximately

22% of the overall rating.

It is important to note that Part B has a significant amount of teacher choice. Teachers have three options for engaging in Part B - 1) is to engage in a community of practice (also referred to as a COP), 2) is to engage in a targeted feedback cycle (also referred to a TFC), or 3) is a combination of both a community of practice and a targeted feedback cycle.

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Now let's talk more about part A of Instructional Practice

Part A is focused on a teacher's planning. This was represented in the 2016-17 plan as a part of the Teacher Portfolio.

Beginning in the 2017-18 school year, evidence of teacher planning will be gathered through the digital planning documents that teachers use as an ongoing part of their work.

Teachers and teaching teams have many different ways of carrying out their planning and administration will review documents and evidence related to planning each semester.

Teacher planning will be rated using the Planning Rubric in the Teacher Performance Evaluation System. Remember, Part A comprises approximately 11% of the overall teacher performance rating and is scored by administration.

As an additional point of clarification, administrators are required to communicate in writing no later than the end of the first semester to any individual teacher who needs to submit additional planning documentation

You may want to pause the video and look at the planning rubric at this point in the presentation.

Remember, if you have questions, please come to the face to face meeting.

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Now let's take a look at Part B. Part B is focused on Instruction.

One option for engaging in this component of the Teacher Performance Evaluation system is through a community of practice. In the past groupings similar to Communities of Practice have been referred to as PLCs or Critical Friends Groups. Basically, a community of practice is a small group of colleagues who make the choice to study and support one another focused on a specific area of their instruction.

There are a few steps and tools that will support the creation of these groups, but ultimately each teacher has complete choice in the way in which they engage in this work.

Step 1 – During the first 9 weeks the teacher will take a self—assessment to help highlight potential areas of focus.

Step 2 – During the first 9 weeks, the teacher will meet with their admin partner to review the self-assessment and any other relevant data.

Step 3 – At the end of the first 9 weeks, teachers will choose their areas of focus. The intent of this design is that the area of focus align with the teachers chosen area of Inquiry.

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Following the initial three steps, teachers will engage in collaboration with their peers. This is what is referred to as Communities of Practice or a COP.

Teachers will self-select their group. These groups may come together based on area of focus, collaborative inquiry, or other considerations like process. An example would be teachers who want to engage in a book study or focus their collaboration around observing in each others classrooms.

Each Community of Practice group will submit artifacts as evidence of their work. Artifacts may include sign in sheets, observation descriptions, or conversation notes.

The Communities of Practice part of the evaluation system will be scored by peers. At the conclusion of any Community of Practice work each member will submit a rating for all other members of the group. Each group member will be scored on both the Habits of Professional Work rubric and the Teaching Standards rubric. Remember, these rubrics are attached to this presentation. You may want to pause and review these rubrics as this time.

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Another option in Part B focuses on a teacher and an admin partner engaging in a targeted feedback cycle. Any teacher that is interested in this type of professional learning can participate.

A targeted feedback cycle consists of classroom observations and coaching conversations centered on an area of practice.

In the next slide, we'll look at table and review the options for the instructional practice component of the teacher performance evaluation plan.

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Let's look at Option 1 - In this option, teachers will only participate in a targeted feedback cycle with their admin partner and would not participate in a community of practice. The Targeted

feedback cycle will make up approximately 22% of the overall evaluation score.

Now let's look at Option 2 - In this option, teachers will participate in a targeted feedback cycle as well as a community of practice. The targeted feedback cycle and community of practice will each make up approximately 11% of the overall evaluation score.

Now let's look at Option 3 - In this option, teachers will only participate in a community of practice. The community of practice will make up approximately 22% of the overall evaluation score.

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Remember, Like the 16-17 system, the Teacher Performance Evaluation plan has three major components. These components are Instructional Practice, Additional Metrics, and Student Outcomes. Each one of these components is valued at $\frac{1}{3}$ of your total Teacher Performance Evaluation score.

We just finished an in-depth look at the Instructional Practice component. Now let's take a closer look at the Additional Metrics component.

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The Additional Metrics component of the Teacher Performance Evaluation Plan has two parts. Part A: Teacher Inquiry and Part B: Professionalism. The total Additional Metrics component is weighted at one-third of the teacher Performance evaluation plan with teacher inquiry comprising approximately 20% and Professionalism comprising approximately 13% of the overall rating.

As a point of reference, during the 16-17 school year this 33% of the overall evaluation was represented by the Teacher Portfolio.

Moving forward Teacher Portfolios will no longer be required.

Part A: In the 2017-18 school year, teachers in at least their 2nd year at PKY will engage in and complete P.K. Yonge's Teacher Inquiry research process. The final Teacher Inquiry paper will be scored based on the FPC approved Teacher Inquiry Rubric. Teachers in their 1st year will engage in a cycle of learning and reflection on the Inquiry process which will be supported through the Induction Program and administratively scored.

Part B: Communication and Professionalism. In this component, of the Teachers will be scored based on the Communication and Professionalism rubric. As mentioned earlier in the segment, this component comprises approximately 13% of the overall evaluation rating.

This would be a good time to pause your video and take a look at the rubrics and supporting documents related to this section. Remember to write down your questions and we will be happy to answer them during Tuesday's meeting.

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Again, Like the 16-17 system, the Teacher Performance Evaluation plan has three major components. Each one of these components is valued at $\frac{1}{3}$ of your total Teacher Performance Evaluation score.

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The final component is Student Outcomes. The specifics for student outcomes are designated through state statute and state board rule. P.K. Yonge will continue to follow all requirements as indicated in the Teacher Performance Evaluation plan. For specific information by grade level and course, please reference this section in the Teacher Performance Evaluation plan.

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We will take questions and provide an opportunity for conversation regarding the 2017-18 Teacher Performance Evaluation plan during the Tuesday, August 8th meeting.

Please bring your documents and questions to the meeting.

Happy 2017 Pre-planning!