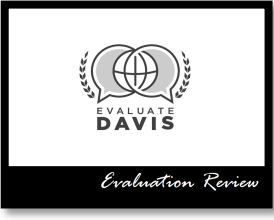



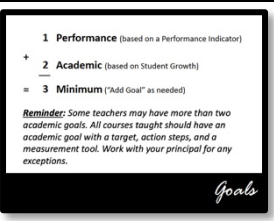
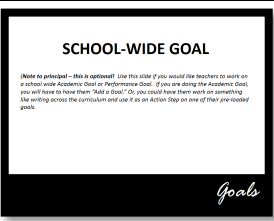
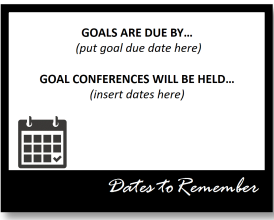
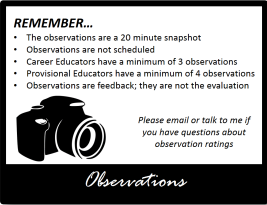
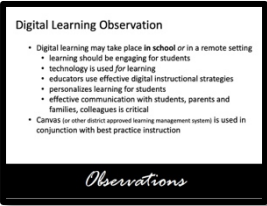
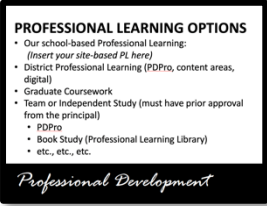
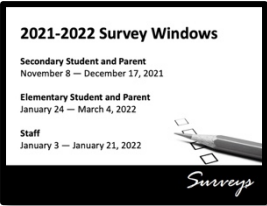



Evaluate Davis

2021-2022 All Faculty Training

	
	<p>Remind teachers that Evaluate Davis is focused on a growth model. All employees need to seek continuous improvement in their work. Evaluate Davis provides employees with frequent feedback from supervisors, students, and parents and encourages us to reflect on our performance, set goals, and identify professional development in order to keep learning and growing.</p>
	<p>Have teachers “Stand and Share” as they reflect with a partner on one of their goals from last year.</p> <p>Have them share a performance indicator they improved in last year and an idea for an area for improvement for this year.</p>
	<p>This is optional: Review last year’s evaluation data with teachers. This should be data from the school as a whole (no individually identifiable information).</p>
	<p>Remind teachers that they will need to set a minimum of <u>one</u> Performance Goal and <u>two</u> Academic Goals. <i>Some teachers will have more than two academic goals—one for each course!</i></p>
	<p>This is optional: Discuss areas that your teachers feel should be focused on. The principal can work with teachers to set a performance goal for the whole staff with individual staff determining their own Action Steps. The schoolwide goal would take the place of the teacher’s individual performance goal. Or, if the goal is related to instructional practice (and a performance indicator, the principal can suggest it is included as one of the Action Steps that will help teachers reach their Academic Goals. For example, if your staff wants to focus on personalizing instruction, they may want to include using data in planning to meet individual needs as one of the Action Steps to reach their language arts or math goal.)</p>
	<p>Prior to using this MicroPD Administrator Note—ADD to PowerPoint:</p> <ul style="list-style-type: none"> • Enter your due dates for goals completion (this includes the Self-Assessment) and Goals Conferencing. • Optional: You may want to have your sign-up sheet for goals conferencing at hand to pass around.

	<p>Remind teachers that the observation is just a 20 minutes snapshot and that you will be dropping in unannounced. Career educators will have a minimum of 3 observations and provisional educators will have a minimum of 4 observations. Remind teachers that observations are not scored but are feedback to learn and grow from. Tell teachers they are welcome to set an appointment with you or email you if they have questions about an observation rating.</p>
	<p>Talk with your teachers about the Digital Learning Observation.</p> <p>Use the Preface to the third edition of the Observation Toolkit to guide the discussion with your faculty.</p> <p>Touch on each of the bullet points and answer questions.</p> <p>Optional: Small group discussions about the observation items.</p>
	<p>Prior to using this MicroPD</p> <p>Administrator Note—ADD to PowerPoint:</p> <ul style="list-style-type: none"> Enter your site-based professional learning planned for the year <p>Teachers must also track the professional learning they take during the school year. Review the options on the slide. <i>Let them know they need to have independent study or group study professional learning <u>approved through you</u> before they begin.</i> Remind teachers there are great resources for improvement in the Professional Learning Library.</p>
	<p>Each survey window is about a month long. Please select a week or two within that window for your parents and students to take the survey. A smaller window enables you to advertise and remind. Shorter deadlines also help people get it done.</p> <p>Teachers administer the surveys to students during the school day.</p> <p>Surveys for staff about the school, principal, assistant principal, etc. are conducted in January.</p> <p>A note about parent surveys: Parents are more likely to respond when they are invited by the principal and/or individual teachers. A larger response rate increases the validity of the responses and gives faculty members a better picture of how parents view their work. The questions on the parent survey are short and fairly general so it is really to their benefit to get a high response rate.</p>
	<p>Respond to any questions your faculty may have. . .</p>
