

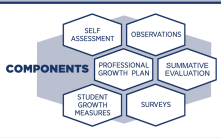

























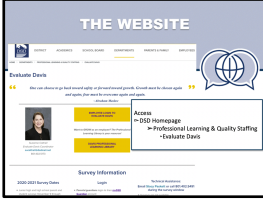

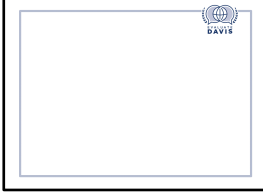
Evaluate Davis Training for New Educators 2021-2022

													
 <p>Highly effective employees care about their performance and continually strive to learn, improve, and grow professionally</p>	<p>Each of us, as Davis District employees, impact student learning as we support, transport, feed, teach, and provide safe and effective learning environments for students. Our work is critical and our contribution to the education of students, immeasurable. Our mission of Learning First! is achieved through highly effective employees who care about their performance and continually strive to learn, improve, and grow professionally.</p> <p>Discuss the positive things Evaluate Davis has done for you and your school</p> <p>Share the positive things employees have discovered about themselves or their teaching through Evaluate Davis.</p>												
<p style="text-align: center;">COMPONENTS</p> 	<p>We have several components in Evaluate Davis, which lets us assess performance on each of our standards and indicators through more than one measure.</p>												
<p style="text-align: center;">Review Data</p>  <table border="1"> <thead> <tr> <th>TEACH</th> <th></th> </tr> </thead> <tbody> <tr> <td>TE1: Establish learning goals, content, techniques, and expectations clearly</td> <td>80%</td> </tr> <tr> <td>TE2: Engage students in a variety of their practice and extend learning and learning activities</td> <td>80%</td> </tr> <tr> <td>TE3: Differentiate instruction to meet students' needs and pace effectively</td> <td>80%</td> </tr> <tr> <td>TE4: Display enthusiasm and foster interest in the subject while ensuring students learn</td> <td>80%</td> </tr> <tr> <td>TE5: Use content and strategies to promote higher levels of thinking</td> <td>80%</td> </tr> </tbody> </table>	TEACH		TE1: Establish learning goals, content, techniques, and expectations clearly	80%	TE2: Engage students in a variety of their practice and extend learning and learning activities	80%	TE3: Differentiate instruction to meet students' needs and pace effectively	80%	TE4: Display enthusiasm and foster interest in the subject while ensuring students learn	80%	TE5: Use content and strategies to promote higher levels of thinking	80%	<p>We begin each year by reviewing our data and completing the Self-Assessment, Professional Growth Plan, and our goals. Reviewing our data, reflecting on our practice, and setting goals helps us continuously grow and improve.</p>
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<p style="text-align: center;">THE SELF-ASSESSMENT</p>   <p>What are my strengths?</p> <p>Where can I improve?</p>	<p>First, you will complete your Self-Assessment. Remember to be honest and thoughtful and don't forget the reflections. The Self-Assessment is for you – although we will talk about it in our Goals Conference, it is not used when we do summative evaluation ratings at the end of the year.</p>												
<p style="text-align: center;">THE PROFESSIONAL GROWTH PLAN</p>  <p>THREE ANNUAL GOALS</p> <p>2 Academic Goals (focused on student growth)</p> <p>1 Performance Goal (based on a Performance Indicator)</p>	<p>After completing the Self-Assessment, you will set your goals. You will be setting three goals. One will be focused on Evaluate Davis performance indicators and two will focus on student academic growth. Classified employees set two performance goals.</p> <p>A note about goals (information about academic goals is NEW for 2021-2022!):</p> <ul style="list-style-type: none"> <i>Performance goals</i> should be reflective of what the employee identified as an area/s of growth in the Self-Assessment. <i>Academic goals</i> are set for <i>each</i> course in the educator's teaching schedule. Educators will write these academic goals, identify specific action steps, set learning targets (i.e., 80% of students will demonstrate proficiency on ___ assessment by ___ (date)), and upload assessment tools they'll use to measure student success. <i>These goals are no longer written by content supervisors in Teaching and Learning.</i> 												

<div data-bbox="87 149 350 348"> <p>THE PROFESSIONAL GROWTH PLAN</p>  <p>Your professional development will be directly linked to your goals.</p> </div>	<p>After you set your goals, you will identify the professional development you will be participating in this year that will help you reach your goals.</p> <p>Educators can take a workshop, MyPL (formerly PDPro), or participate in professional development your school provides. (Of course, if you are planning professional development for your staff, you will want to inform them at this time.) Teachers can also set up their own individualized professional development such as, for example, reading a book, researching a performance indicator topic, or participating in a book study with their team.</p> <p>After you complete your self-assessment, goals, and identify your PD, I (or assistant principal/intern) will approve them. I will make comments and/or ask for revisions if necessary. Please have these things completed by _____ so we can meet and discuss your goals at the goals conferences.</p> <p><i>Provide information about goals conference dates, sign-ups for appointments, etc. Let teachers know they should be prepared to share student achievement data they based their academic goal on.</i></p>
<div data-bbox="87 655 350 846"> <p>THE OBSERVATION</p>  <p>Career educators, 3 times each year Provisional educators, 4 times each year</p> <p>Observations will be:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Informal <input type="checkbox"/> Unscheduled <input type="checkbox"/> 20-minute minimum </div>	<p>Let's talk about observations for a few minutes. In order to provide a valid assessment of standards-based performance, the observation protocol is directly aligned with the standards and performance indicators. In addition, the use of multiple observations increases the reliability of the observation data as observers have multiple opportunities to see indicators in practice. So, having multiple observations makes the data more meaningful, increases validity, and meets the legislative requirement of multiple observations. Provisional Educators will be observed 4 times a year.</p> <p>Teaching observations allow supervisors to give educators ongoing feedback about their performance throughout the year. Observations will be informal (unplanned) and 20 minutes long. Remember, the observation is a 20-minute snapshot of what we see in your class. Just like a snapshot doesn't give you all the information about what is in a picture, the observation doesn't give us ALL the information about what goes on in your classroom all the time. But, it does give you some good information and, over time, you'll be able to see patterns in your observation data which can provide you with insight regarding your strengths and areas for improvement.</p> <p>Include information about the digital learning observation.</p> <p>Use the with your new educators to help them understand what you are looking for when you are in their classrooms.</p>
<div data-bbox="87 1274 350 1465"> <p>THE OBSERVATION TOOLKIT</p>   </div>	<p>Observation items are directly aligned with the performance indicators. You can go onto the Evaluate Davis website to view a copy of the observation tool that will remind you which observation items relate to which performance indicators.</p> <p><i>Note: You may want to provide new teachers with a hard copy of the Observation Toolkit or show them where to find the online version.</i></p>
<div data-bbox="87 1478 350 1669"> <p>THE DIGITAL/REMOTE LEARNING OBSERVATION</p>   </div>	<p>The Digital Learning Observation is in its second year. The observation tool was designed by principals, teachers, and Davis Connect administrators and teachers.</p> <p><i>Print and share the alignment document showing Standards/Indicators and the observation items aligned to them.</i></p>
<div data-bbox="87 1677 350 1869"> <p>INFORMATION FROM STUDENTS</p>   <p>Your observer may choose to ask students questions.</p> </div>	<p>Some observation items may require the observer to ask students questions. Observers may have conversations with students when they are working individually, or in small groups, but not during direct instruction. The observer will use a quiet tone of voice and observer-student conversations will be kept at a minimum and not disrupt the learning environment.</p>

<div>THE OBSERVATION</div>  <div>RATING SCALE</div> <div> 1 Not evident 2 Somewhat evident 3 Evident 4 Extraordinary </div>	<p>All observation items will be rated during each classroom observation visit and will be rated on the following scale:</p> <p>1 = Not Evident: the observation item was not seen</p> <p>2 = Somewhat Evident: the observation item was inconsistently implemented or less than effective</p> <p>3 = Evident: the observation item was consistently implemented and effective</p> <p>4 = Extraordinary: the observation item was implemented at a level of effectiveness that is rarely observed</p>
<div>THE OBSERVATION</div>  <div>RATING SCALE</div> <div> 1 = Not Evident (not observed, not seen) 4 = Extraordinary (rarely seen at this level of effectiveness) </div>	<p>The “1” or “Not Evident” simply means that the item was not seen. Sometimes, there are items that may not be seen because they didn’t need to be implemented in that lesson. For example, there is an item about technology. We know that integrating technology into instruction can be very valuable and increase student learning and engagement. That doesn’t mean that technology needs to be included in every lesson and in every activity. There are many great instructional strategies and not all of them involve new technologies. But, it is important to use technology often and to use it in ways that really impact student learning. So, you may get a “1” on this item because you are doing some other, really meaningful learning activity. That’s okay – a “1” isn’t a necessarily a bad thing – it just means that item wasn’t seen in that observation. If, however, you get multiple “1’s” on an item over time, you may want to look at that as an area for improvement.</p> <p>On the other hand, a 4 is given when something really extraordinary is observed. “4’s” will be given out very rarely – this way, you know when you do get a “4” that it is really meaningful.</p> <p><i>Ensure your teachers understand the “1” and the “4.” You can review “Things to Think About: A Question about the 1” on the Evaluate Davis website and/or hand it out to your teachers to read and discuss.</i></p> <p><i>Help your teachers understand how cool it really is to get an Extraordinary rating!! Remember, you can use these “Extraordinary” teachers to do trainings or mini-presentations – that gives them double recognition (receiving the “4” and sharing what they know) and improves the practice of all staff!!</i></p> <p><i>Remind teachers that receiving multiple “1’s” on any given indicator over time means they may want to take a good look at their practice on that indicator.</i></p>
<div>OBSERVER REQUIREMENTS</div>  <div>Training of all designated observers will ensure interrater reliability.</div> 	<p>In order to ensure observations are reliable, all observers must be certified evaluators.</p> <p><i>Discuss the training you’ve participated in with other administrators to increase inter-rater reliability (or rating consistency across administrators) and any inter-rater reliability work you have done with your administrative team at your school. Most teachers don’t know about this and find it both interesting and reassuring to know that administrators are working hard to rate fairly and consistent with other administrators across the district.</i></p>
<div>Notes:</div>  <ul style="list-style-type: none"> • Data from observations is available as soon as the observer “clicks” submit • The observation is not your evaluation • Please see your observer if you have questions regarding your observation 	<p>Data from observations will be available to teachers as soon as the supervisor clicks the submit button (within 24 hours of the observation).</p> <p>Supervisors will make comments on the observation, but if teachers have additional questions, they should be sure to connect with their supervisor via email or in an informal conference so they understand their ratings and can have their questions answered.</p> <p><i>Please encourage teachers to be proactive and initiate conversations with you as needed!</i></p> <p><i>Note: Make sure educators understand the observation is NOT the evaluation. The supervisor will use everything they know about the teacher when they complete the end of year summative evaluation. The observations are only a part of that information and provide teachers with feedback on what you actually see or don’t see in that 20 minutes.</i></p>

<div> <div>SURVEYS</div>  <div>Information from parents and students can be valuable.</div> </div>	<p>Observations are one good way to get information about your practice; surveys also give you information. Survey data enables us to see ourselves as others see us. Even though that can seem a little scary, it's good information. You've probably heard it said that "perception is reality" and we can change our practice and change perception. We all want to be viewed as effective by the students we teach and their parents!</p> <p><i>Note: Teachers may ask about parent response rate. There is a minimum requirement of 5 responses before that information can be shared in order to maintain anonymity. Share with them your plans for publicizing parent surveys and their role in parent response rates. On the district level, we will continue to encourage parent participation in surveys.</i></p>
<div> <div>Survey Dates</div>  <div> <div>Secondary</div> <div>November 9 — December 12, 2020</div> <div>Elementary</div> <div>January 25 — March 6, 2021</div> </div> </div>	<p>Surveys will take place this year November 9—December 12, 2020 for secondary schools and January 25—March 6, 2021 for elementary schools.</p>
<div> <div>THE SUMMATIVE EVALUATION</div>  <ul style="list-style-type: none"> Highly effective <input checked="" type="checkbox"/> Effective Moderately effective Ineffective </div>	<p>Provisional educators will have two summative evaluations—one mid-year and one at the end of the year.</p> <p>Just a reminder, in the summative evaluation, we will discuss your progress toward goals, observation and stakeholder survey data (if available), and professional growth plans. Educators will receive a summative evaluation with final ratings on each of the 20 performance indicators using the following scale:</p> <ul style="list-style-type: none"> Ineffective Moderately effective Effective Highly effective <p>Remember, being "Effective" is great! Some people think of "effective" as a "C", but it is not! "Effective" is an "A." A "Highly Effective" rating means you are doing something really incredible – just hitting that indicator right out of the ballpark!</p>
<div> <div>RESOURCES FOR IMPROVEMENT</div>  <div> <div>PDPro</div> <div>PROFESSIONAL LEARNING LIBRARY</div> </div> </div>	<p>There are resources you may find helpful: PDPro courses and The Professional Learning Library. These two incredible resources are great ways to explore new/different ways of teaching and learning that are linked to each performance indicator.</p> <p>Review with your teachers how to access Professional Learning resources:</p> <ul style="list-style-type: none"> District website <ul style="list-style-type: none"> Employees The HUB of Professional Learning The Professional Learning Library
<div> <div>PLAN OF ASSISTANCE</div>  <ul style="list-style-type: none"> Documentation of performance deficiencies Specific, measurable, actionable goals for improvement Resources for support Timeline for improvement with regular checkpoints </div>	<p>Another resource for educator improvement is what's called a Plan of Assistance. We want all our educators to be successful – that's why frequent feedback and support from their supervisor is important and being able to access useful, pertinent resources for improving practice through PDPro and The Professional Learning Library will help, too.</p> <p>However, in those cases when an educator's performance is unsatisfactory and informal methods for helping an educator improve haven't helped, a formal plan of assistance will be implemented. The Plan of Assistance includes written documentation of performance deficiencies, specific, measurable, actionable goals for improvement, resources for support, and a timeline for improvement with regular checkpoints and feedback.</p> <p>The Plan of Assistance provides intensive support for educators when needed and is in line with state law and ensures appropriate due process procedures are followed before termination occurs.</p> <p>Please be proactive in self-evaluating and improving your performance. Review your student</p>

	<p>achievement, observation, and survey data carefully. If you are receiving low scores and ratings, work to improve by learning and seeking ideas and input from colleagues or district content supervisors. Take feedback from your supervisor seriously, and work to implement their suggestions for improvement. We want every employee to be successful!!! We are here to help and support you. But, it is important that you understand that a Plan of Assistance is the formal effort to help employees improve and means things are serious and improvements MUST happen.</p>
	<p>Another resource I want to share with you is the Evaluate Davis website. You can find information about evaluation components for all employees, the evaluation manual, training tools and modules and “Things to Think About” handouts that can help answer your questions.</p> <p><i>Show new employees the Evaluate Davis website. Go to the District Homepage, Departments, Professional Learning & Quality Staffing, Evaluate Davis.</i></p> <p>Just a note for our Non-Traditional Educators – those licensed educators who are not currently classroom educators (Counselors, Instructional Coaches, Librarians, School Technology Specialists, and Related Servers) have their evaluation components in the online system as well. They also have survey data from their stakeholders (faculty/staff, students, and parents).</p>
	<p>Thank you for the work you do. <i>Insert your thoughts and express appreciation. Answer any questions teachers may have.</i></p>
	<p><i>Note: This slide template is available if you would like to add anything. Hide or delete if you aren't using it.</i></p>