

# Oak Park School District



## Educator Evaluation

A GUIDEBOOK FOR EDUCATORS AND EVALUATORS

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## Introduction

We believe that great teaching changes lives. Because of this, our educators are our greatest resource. Our mission is to provide quality education in which we respect students' individual and cultural differences, educate all students to meet or exceed the District's academic standards, and ensure they possess college and career readiness skills necessary to become lifelong learners and productive citizens. To accomplish this task, we need to focus more closely than ever before on the quality of the instruction in our schools.

Pursuant to the Michigan Department of Education guidelines on teacher evaluation <sup>1</sup>, our teacher evaluation system is comprised of two main components, discussed in much more detail throughout the pages of this guidebook:

1. Classroom Observation - Identifies what high quality instruction looks like in our classrooms according to our state-approved observation rubric (5D+); and
2. Student Growth - An objective measure of student learning

These measures focus on what matters most—the students. The system measures student outcomes expected as a result of excellent instruction. It is streamlined to focus clearly on the core tenets of effective instruction and eliminate measures that are not relevant to student learning. These two tailored measures complement each other to collectively represent a complete picture of the standards that define effective instruction.

This past summer, we worked with educators from all of our schools to revise the student growth component of our system that serves as the foundation for ensuring our teachers gain useful feedback to guide their professional growth. This year, we are proud to have improved that system using your feedback.

This guidebook outlines the measures, processes, and tools of the teacher evaluation system to assist teachers and educators in utilizing the evaluation system. Here you will find:

- An overview of the two measures of teacher performance
- A step-by-step guide to implement the system
- Tools and resources to be used throughout the school year to support implementation

The requirements and guidelines described here are more than just an evaluation system; they are designed to help Oak Park teachers become more successful by giving them regular, meaningful insights about their practice. This guidebook is designed as a tool for both teachers and evaluators so that all participants have access to the same guidance and everyone is following the same standards.

## District Improvement Goals & Educator Evaluation

Educator effectiveness and student growth are at the forefront of all district improvement efforts. To engage in continuous improvement, the Oak Park School District has identified the following district improvement goals for the 2018–2019 school year:

**Goal 1:** Oak Park Schools will increase the number of students who are testing proficient on state standardized assessments.

**Goal 2:** Oak Park Schools will increase the number of students who meet and exceed their growth targets on district provided assessments.

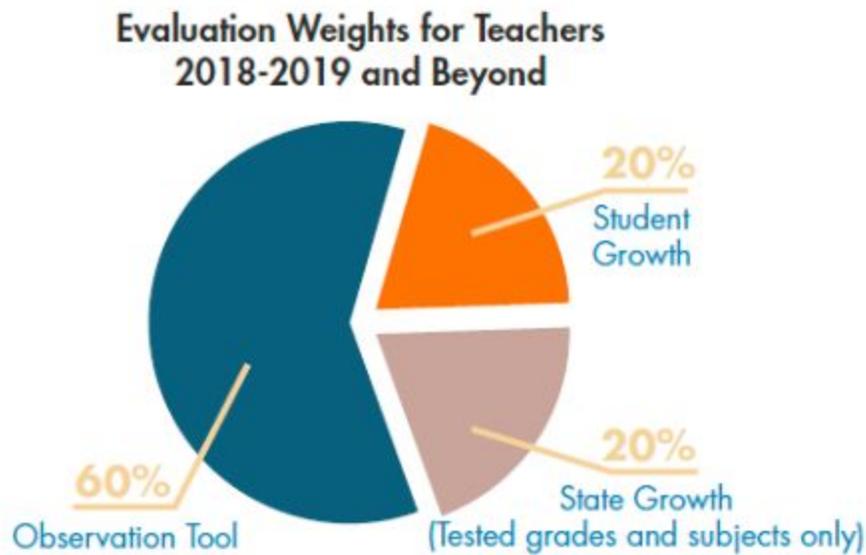
**Goal 3:** Oak Park Schools will increase the amount of instructional time for students by reducing absenteeism, behavior infractions, suspensions and expulsions.

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<sup>1</sup> [https://www.michigan.gov/documents/mde/Educator\\_Evaluations\\_At-A-Glance\\_522133\\_7.pdf](https://www.michigan.gov/documents/mde/Educator_Evaluations_At-A-Glance_522133_7.pdf)

Creating and maintaining district systems, including our educator evaluation system, is absolutely essential in meeting our goals and securing improved outcomes for all of our students. Through the execution of our educator evaluation system, we are committed to ensuring that teachers have the support they deserve as they work to improve their instruction and build mastery with all students to actualize our district improvement goals. Teachers are the Oak Park Schools' greatest asset, and a comprehensive evaluation system allows Oak Park School District to develop, recognize, and retain its top talent — ultimately positioning the district to meet its most important goal of preparing all students for success in college and careers.

## Evaluation System Overview



Educator Evaluation Law (Revised School Code §380.1249)

*\*Note: 60% Observations Rating + 40% Student Growth Rating = 100% Summative Rating*

## Classroom Observations

Classroom observations are a central component of the teacher evaluation system and account for 60% of an educator's summative rating. The goals of conducting observations are to support teachers to develop skills that ensure all students achieve at high levels and to support school leaders to develop strong instructional teams with a clear focus on instruction. To meet these goals, Oak Park Schools uses the 5 Dimensions Plus (5D+) Teacher Evaluation Rubric; an approved tool from the Michigan Department of Education.<sup>2</sup> The five dimensions of classroom observations are:

1. **Purpose** - Setting a clear, meaningful course for student learning
2. **Student Engagement** - Encouraging substantive, intellectual thinking
3. **Curriculum & Pedagogy** - Ensuring that instruction challenges and supports all students
4. **Assessment for Student Learning** - Using ongoing assessment to shape and individualize instruction
5. **Classroom Environment & Culture** - Creating classrooms that maximize opportunities for learning and engagement.

<sup>2</sup> [https://www.michigan.gov/mde/0,4615,7-140-5683\\_75438\\_78526---,00.html](https://www.michigan.gov/mde/0,4615,7-140-5683_75438_78526---,00.html)

These are divided into 13 subdimensions. There is an additional section of the rubric, Professional Collaboration and Communication, that gauges how an educator performs out-of-classroom.<sup>3</sup>

Effective observations require the identification of specific, tangible evidence related to actual teacher practice and student actions. Comparing classroom observation data to the objective benchmarks in the rubric allows both the teacher and the observer to make evidence-based judgments about the quality of instruction. The 5D+ Rubric sets the standards for what effective instruction looks like in Oak Park Schools. The rubric asks evaluators to look for evidence of effective instruction that can be observed in one classroom visit. While the observation rubric does not capture everything a teacher does, it does articulate everything that should be happening in an effective lesson to prepare students for success in college and careers. Evaluators using the rubric are required to look for evidence of student actions that reflect they are not only learning but also learning the right content for their level dictated by Common Core State Standards, as adopted by the MDE.

## Student Growth

The most direct measure of teachers' effectiveness is the academic growth of their students. Beginning in 2018-2019 school year, the law requires that 40% of educator evaluations be based on "student growth and assessment data," with half of the growth component of evaluations comprised of state assessment data for tested grades and subjects. Value-added models are one of the best approaches to measuring how much an individual teacher contributes to student learning over the course of a school year. They emphasize growth rather than absolute proficiency, recognizing that students arrive in classrooms with varied levels of preparedness, but that all students are capable of learning.

To maintain a value-added approach, student growth percentiles from the M-STEP and MI-Access assessments will be utilized for a portion of the student growth component of educator evaluations, where appropriate. The College Board Suite of Assessments (PSAT9, PSAT10, & SAT) will be used for educators in our secondary schools. Additionally, locally administered common assessments and the growth assessments from NWEA will be utilized for value-added growth measures in the 2018-19 school year. Student growth will be measured using the COR Advantage in pre-kindergarten. More information regarding assessments and reporting for Special Education students will be made available this year. Please note, growth according to state assessments for teachers in non-tested grades and subjects is calculated by the building average in their choice of either mathematics or reading/ELA. Lastly, non-instructional staff will utilize school-level attendance and/or discipline data.

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<sup>3</sup> <http://www.oakparkschools.org/files/TeacherRubric.pdf>

## Student Growth Component - Category Weightings

The following table was the result of a collaborative effort of a team of Oak Park Public School educators during the MDE Student Growth Workshop in July 2018:

Educator Group	Classroom Observation (60%)	Student Growth (40%)			
		NWEA/MAP	State Assessment	Pre/Post	OSSS/COR Assessments
GSRP/PreK	5D+ Observation Rubric (60%)				40%
K-3 Teachers		5%	20%	15%	
4-5 Teachers		5%	20%	15%	
6-8 ELA & Math		5%	20%	15%	
9-12 ELA & Math		5%	20%	15%	
K-12 Non ELA/Math		10%	10%	20%	
OSSS Co-Teachers		5%	20%	5%	10%
OSSS Self-Cont.		5%	20%	5%	10%
(MI-ACCESS Participation)				20%	20%
Administrators	School Advance (60%)	20%	20%		

\*Weightings collaboratively discussed with the following representatives: 1st Grade Teacher Einstein, Kindergarten Teacher Key, 2nd Grade Teacher Key, 2nd Grade Teacher Pepper, OSSS Self-Contained Teacher Pepper, Math Teacher OPPA, Science Teacher OPPA, Encore Teacher OPPA/OPFI, OPEA President, along with administrators and district leadership.

## Assessment Growth Detailed

### Local Assessments

#### NWEA/MAP Assessment

- K-5 teachers, including specials, title and OSSS staff will utilize NWEA MAP Growth Reading data in support of the district wide literacy focus.
- 6-12 Math and ELA teachers will utilize NWEA MAP Growth data based on their content area
- Secondary non-ELA and non-Math teachers may choose to utilize either NWEA MAP Growth Math or NWEA MAP Growth Reading data
  - Example: Chemistry teachers may choose to utilize Math NWEA data; whereas, Social Studies or Encore teachers may prefer to utilize Reading data.
- Administrators will use building average(s) for the selected content area.
- Teachers will notify their building principal of their choice (reading or math) during the goal setting conference. **In the event an educator with an option to choose does not exercise that option, the NWEA content area will default to Reading.**

## NWEA MAP Measure of Growth

- We will use Percent of Projected Growth Met. This measures the percent growth of all students tested Fall to Spring (or Fall to Winter for teachers who have semester courses).
  - Students who are absent  $\geq 25\%$  days during the related instructional cycle are removed from the data.
  - Outliers will be pulled from the data set (outliers are defined as having a Conditional Growth Index  $\leq -2$  or  $\geq 2$ )
- The Percent of Projected Growth Met is obtained from the Achievement Status and Growth Summary Report (ASG). See example below.
- 1 year of growth based on normative data = 100%. Over 100% is more than 1 year of growth.  
**Point Values for Evaluation:**

0-59%=40 points	60-99%=60 points
100-134%=80 points	135% or higher=100 points

## Pre/Post Assessments

- Goal: By April 15, 2019, 100% of students will move one performance band (Proficient, Close, Intervention) from pre to post-test as measured by two of the pre- and post-tests given between 9/17/18 and 4/12/19.
  - **Semester 1 pre/post data is due in Illuminate by Friday, January 25, 2019**
  - **Semester 2 pre/post data is due in Illuminate by Friday, April 12, 2019**
  - *OSSS teachers using the district provided template are subject to these same due dates*
- K-5 teachers will utilize Math Expressions Form A Unit assessments – one from Semester 1 and the other from Semester 2. Grade Levels must decide, as a team, which two unit assessments will be used. Please note: Review units (typically Unit 1) are not an option. Selections may be communicated to the building principal at the goal setting conference or by 9/24/18.
- 6 – 12 teachers will select one unit assessment from Semester 1 and the other from Semester 2. Secondary teachers of like courses will decide, as a team, which two unit assessments will be used. Please note: Review units (typically Unit 1) are not an option. Selections may be communicated to the building principal at the goal setting conference or by 9/24/18.
- GSRP teachers will utilize the COR Advantage and collect baseline data in the fall, then spring growth data.
- The District's Data Specialist will support teachers in calculating student growth by utilizing Illuminate's Multiple Assessment Performance Report to generate the percentage of students who showed movement across performance bands. If a teacher has not shared the assessment, the data specialist will log in to Illuminate as that teacher.
- Note: Teachers should administer and score the Pre Assessment for all students, including late enrollees. Example: If a student enrolls 3 weeks into the unit, it is still necessary to administer the pre-assessment for that unit. Students without pre-test scores will default to 0. Students without post-test scores will default to 50.
- Students who are absent  $\geq 25\%$  days during the related instructional cycle are removed from the data.
- Points for this portion of the evaluation are assigned based on the average percentage of students who increased one performance band on each of the two post assessments.
  - Example:  
Post Assessment 1: 87% of students moved up  
Post Assessment 2: 75% of students moved up  
Average = 81%

## Oak Park Public Schools Student Performance Bands

Performance Bands are defined as follows:

**Proficient**

80%+

**Close to Proficient**

60-79%

**Intervention**

0-59%

## OSSS and COR Assessments

OSSS Co-Teachers & Self-Contained Teachers will utilize appropriate assessments to demonstrate student growth on the goals identified in students' Individualized Education Plans during each semester. OSSS teachers will use the district provided Excel template to provide this data to the Curriculum Office.

*\*Note: Co-Teachers will also utilize student growth scores from the pre/post in their general education classrooms.*

Great Start Readiness (GSRP) Teachers will use the COR Advantage Assessment to evaluate student progress from fall to spring. Students are expected to grow at least two levels in each domain. GSRP educators will be assigned the following point values based on the percentage of students who grow two levels in each domain on the COR Advantage Assessment:

Growth Points	Percent of Students	Student Growth Score
100	90-100%	4
80	70-89%	3
60	51-69%	2
40	0-50%	1

### Important Note

Category weightings will be redistributed in the following order when educators fail to submit the required data by the deadlines: (1) state assessment data (for those who have state data as part of their weighting) and (2) NWEA.

## State Assessments

### M-STEP (Grades K-8)

According to the Michigan Department of Education:

Student Growth Percentiles (SGPs) represent one powerful way to quantify the learning of individual students over one or more years. Conceptually, SGPs communicate the degree to which a student has learned in a particular domain, compared to a group of academic peers who had a comparable score on the previous test (or multiple previous tests) in that subject (spring to spring). In order to calculate SGPs, students are grouped with academic peers throughout the state who had comparable score patterns on past tests. Students in each academic peer group are then ordered based on their score on the current year test. Each student then receives a percentile rank, compared to their academic peers. Like other percentile scores, SGPs range from 1-99, where a SGP of 50 indicates that the student demonstrated growth in the content area equal or greater to half of the students with comparable score histories on that subject-matter test. ([www.michigan.gov/mde](http://www.michigan.gov/mde))

In order to maintain equity across our district and to uplift our collective responsibility for student growth:

- Educators that serve students in grades 4-8 will be evaluated using an aggregated mean SGP from up to three years of rostered student data.
  - Grades 4 and 5 teachers will be evaluated based on rostered students in the content area of their choice (ELA or Math)
  - Grade 6 - 8 teachers of ELA and Math will utilize SGPs of rostered students in their instructional content area
- Kindergarten through third grade instructors will be evaluated using the building SGP average for the content area of their choice.
- Educators who do not directly teach state assessed content areas (math and/or ELA) will receive the mean SGP for their rostered students in the content area of their choice.

- Teachers will notify their building principal of their choice (reading or math) during the goal setting conference. **In the event an educator with an option to choose does not exercise that option, the M-Step content area will default to Reading.**

To account for growth in their professional practice, the most recent year’s M-Step data will be weighted more heavily for educators will multiple years of data within our system. Therefore, the following weightings will apply:

2017-2018	50%
2016-2017	30%
2015-2015	20%

Educators will be assigned the following point values based on their mean SGP:

Growth Points	Mean SGP Range
100	60-99
80	40-59
60	20-39
40	1-19

#### College Board Suite of Assessments (PSAT9, PSAT10, & SAT)

Educators who serve students in grades 9-12 will be evaluated using their rostered students’ spring to spring growth on the appropriate grade level assessment. The State will release a SGP calculator tool in Spring, 2019, so that the calculations for PSAT9, PSAT10 and SAT will follow the same model as M-Step (see previous section).

Educators who do not directly teach the assessed content areas (Evidence-Based Reading and Writing or Mathematics) may choose to receive the building average in the content area of their choice. Teachers will notify their building principal of their choice (ERW or math) during the goal setting conference. **In the event an educator with an option to choose does not exercise that option, the content area will default to Evidence-Based Reading and Writing.**

Educators will be assigned the following point values based on their mean SGP:

Growth Points	Mean SGP Range
100	60-99
80	40-59
60	20-39
40	1-19

# Evaluation System Process



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## 5D+™ Inquiry Cycle

### POST-INQUIRY CONFERENCE:

Teacher and principal engage in a post-inquiry conference. *Based on your inquiry, what did you learn about your practice as it impacts student learning?*

- Examine student and teacher data.
- Analyze the impact of the data.
- Formatively discuss teacher growth using the 5D+ rubric.
- Decide whether to continue the same inquiry or identify a new area of focus.

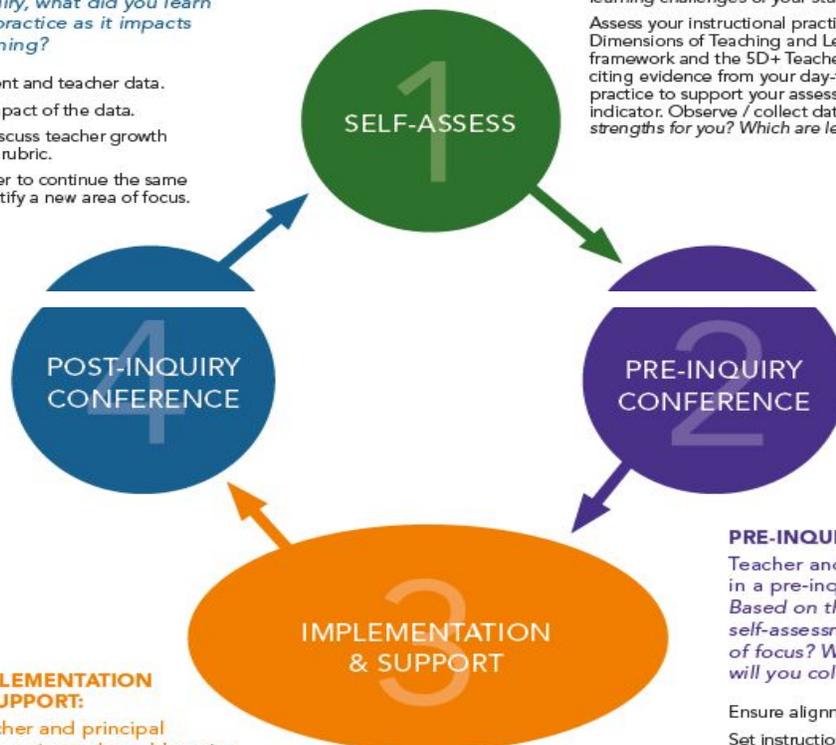
### SELF-ASSESS:

Teacher self-assesses to identify an area of focus.

Examine student work, classroom-based assessment data, feedback from students, etc. *What are the learning strengths and learning challenges of your students?*

Consider building and district learning goals and instructional initiatives. *How do these support the learning challenges of your students?*

Assess your instructional practice using the 5 Dimensions of Teaching and Learning (5D) instructional framework and the 5D+ Teacher Evaluation Rubric, citing evidence from your day-to-day classroom practice to support your assessment for each rubric indicator. *Observe / collect data. Which indicators are strengths for you? Which are learning opportunities?*



### IMPLEMENTATION & SUPPORT:

Teacher and principal engage in study and learning around area of focus.

- Formative feedback cycles.
- Targeted feedback cycles.
- Professional collaboration (PLCs, study groups, CFGs, team planning).
- Professional development (team, building, district, individual).

### PRE-INQUIRY CONFERENCE:

Teacher and principal engage in a pre-inquiry conference. *Based on the responses in the self-assessment, what is your area of focus? What kind of evidence will you collect?*

- Ensure alignment.
- Set instructional practice goals and evidence that will demonstrate meeting the goals.
- Set student learning goals and evidence that will demonstrate meeting the goals.

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<b>Step 1</b>	<i>Begin Growth Plan</i> <ul style="list-style-type: none"> <li>Self-assess using the 5D instructional framework and 5D+ rubric</li> <li>Identify area of focus</li> </ul>
<b>Step 2</b>	<i>Goal-Setting Conference</i> <ul style="list-style-type: none"> <li>Ensure alignment between evaluator and educator at Goal-Setting Conference</li> </ul>
<b>Step 3</b>	<i>Observe/collect data</i> <ul style="list-style-type: none"> <li>Script/Code/Notice/Wonder/Analyze/Feedback</li> <li>Evaluator provides support through the 5D+ Formative Feedback Cycle (see Appendix)</li> </ul> <i>Mid-Year Conference</i> <ul style="list-style-type: none"> <li>Educator and evaluator reflect on progress</li> <li>Review of student assessment data (where applicable)</li> </ul>
<b>Step 4</b>	<i>Post-Inquiry/End-of-Year Conference</i> <ul style="list-style-type: none"> <li>Educator and evaluator reflect on progress</li> <li>Examine student assessment data and growth rating</li> <li>Assign rating (Classroom Observations)</li> </ul>

## Calendar of Activities

Below is an overview calendar covering all activities of the educator evaluation system. Dates that are bolded indicate hard deadlines for the completion of specific activities. Boxes shaded in green indicate the general time frame during which the activity takes place. Details of what is expected for each of these activities are outlined on the following pages.

Activity	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
Self-Assessment	<b>8/30</b>										
Complete Growth Plan		<b>9/21</b>									
Goal-Setting Conference		<b>9/21</b>									
Observation 1			<b>11/2</b>								
Observation 2				<b>12/7</b>							
Observation 3					<b>1/25</b>						
Mid-Year Conference						<b>2/1</b>					
Observation 4							<b>3/15</b>				
Observation 5								<b>4/26</b>			
Observation 6	<b>Ongoing throughout the year (PCC)</b>										
End-of-Year Conference											
Classroom Observation											
Rating Student Growth Rating Finalized										<b>5/17</b>	
Appeals Process Complete											<b>6/30</b>

## Detailed Overview of Activities

### Self-Assessment

- Complete the online SELF-ASSESSMENT via Pivot during district PD day on 8/27/18; Final deadline for submission 8/30/18  
Access Pivot with this URL: <https://oakparkschools.five-starpivot.com/login>
- Use your imported password and username. You may change your password after login by selecting your “initials” in the top right corner
- Consult with your building leader, department curriculum coordinator, grade level lead, or the Director of Secondary Education troubleshoot any concerns

*\*See Appendix: PIVOT Training Guide*

### Drafting Goals

- After completing the self-assessment, complete the pre-inquiry conference planning documents (optional)
- Enter your growth plan information as a draft (do not finalize by hitting submit); Complete Area of Focus, Enter Dates (earliest start date 8/28/18 & latest end date 4/26/19), Identify Goal, Action Steps (10), and Evidence of Achievement
- Rough drafts of growth plans are expected to be completed on 8/27/18; Final deadline for rough draft submission by Friday, 9/21/18

*\*See Appendix: PIVOT Training Guide*

### Goal-Setting Conference

#### “Determine Focus”

- Bring Laptop to the Conference
- Agree and finalize goals with Department Administrator. In the Growth Plan:
  - Identify both Semester 1 and Semester 2 pre/post assessments for student growth data
  - If applicable, identify the NWEA content area for evaluation (reading or math)

Conferences with administrators will be held during 9/4/18 – 9/21/18; Administrators will provide a schedule for conferences

- After meeting with Administrator, hit SUBMIT to finalize
- Final draft of growth plan must be completed and submitted by Monday, 9/24/18

### Observation Cycle - Semester 1

#### “Formative Assessment Cycle”

Administrators will visit classrooms to observe and script teacher and student behaviors during the following windows throughout semester one:

- Cycle 1: 10/1/18 – 11/2/18
- Cycle 2: 11/5/18 – 12/7/18
- Cycle 3: 12/10/17 – 1/25/19

Administrators will use the 5D+ Formative Feedback Cycle

*\*Classroom visits are 15 minutes or more.*

## Mid-Year Conference

### *“Analyze Impact”*

Administrators will conduct mid-year conferences as an internal check to monitor progress toward accomplishing goals. Conferences will be scheduled during 1/28/19 – 2/1/19.

## Observation Cycle - Semester 2

### *“Formative Assessment Cycle”*

Administrators will visit classrooms to observe and script teacher and student behaviors during the following windows throughout semester one:

- Cycle 4: 2/4/19 – 3/15/19
- Cycle 5: 3/18/19 – 4/26/19
- Cycle 6: Ongoing throughout the school year for PCC

\*Classroom visits are 15 minutes or more.

## End of Year Conference

### *“Instructor’s Phase: Gathering Data to Prepare for Final Conference”*

- Timeframe: 4/29/19 – 5/3/19
- Complete PD Log (Record of Professional Development)

### *“Final Conference”*

- Administrators will conduct final conferences and obtain staff signatures during 5/6/19 – 5/17/19

**Deadline for Final Evaluations w/ Signatures: 5/22/19 (due to Central Office)**

## Support

- As building leaders complete observations, leaders will identify trends and issues to provide professional learning opportunities to staff. The professional learning opportunities will take place throughout the school year during staff/SIT meetings.
- Building leadership teams will assist teachers in identifying appropriate artifacts to upload in Pivot.
- For questions regarding the use of PIVOT (including artifact uploading), please contact your Grade Level Lead/Department Lead/Curriculum Coordinator or building leader.
- For questions regarding the student growth component, please contact your building leader or email [Evaluation@oakparkschools.org](mailto:Evaluation@oakparkschools.org).

## Evaluation System Scoring

An overall summative rating is made up of two components: classroom observations (60%) and student growth data (40%). At the End-of-Year Conference, educators will receive 2 ratings (one in each of those two domains) to receive a summative rating:

- In 5D+, school leaders examine the quality of evidence amassed under each dimension throughout the year. Each dimension is coded as Unsatisfactory, Basic, Proficient, or Distinguished. Educators receive a rating under each dimension (6 total). Based on those ratings (the 6), educators will receive an overall rating for observations that translates into Ineffective (1), Minimally Effective (2), Effective (3), and Highly Effective (4).

- The observation score is combined with the student growth score (in PIVOT) to get an overall/summative rating of Ineffective, Minimally Effective, Effective, and Highly Effective.

## Summative Rating & Matrix

Obs (60%)/ Data (40%)		Data Score (40%)			
		4 (HE) 40% = 1.6	3 (E) 40% = 1.2	2 (ME) 40% = 0.8	1 (I) 40% = 0.4
O B S E R V A T I O N	4 (HE) 60% = 2.4	HE (2.4+1.6 = 4)	HE (2.4+1.2) = 3.6	HE (2.4+0.8 = 3.2)	E (2.4+0.4=2.8)
	3 (E) 60% = 1.8	E (1.8+1.6 = 3.4)	E (1.8+1.2 = 3)	E (1.8+0.8 = 2.6)	ME (1.8+0.4 = 2.2)
	2 (ME) 60% = 1.2	E (1.2+1.6 = 2.8)	ME (1.2+1.2 = 2.4)	ME (1.2+0.8 = 2)	ME (1.2+0.4 = 1.6)
	1 (I) 60% = 0.6	ME (0.6+1.6 = 2.2)	ME (0.6+1.2 = 1.8)	I (0.6+0.8 = 1.2)	I (0.6+0.4 = 1)

Summative Rating (Observations + Data)	Scale
Highly Effective (HE)	3.5-4.0
Effective (E)	2.5-3.49
Minimally Effective (ME)	1.5-2.49
Ineffective (I)	1-1.49

## Appeals

### Classroom Observation Score

Educators may discuss/appeal their classroom observation score with their school leader during their End-of-Year Conference.

### Student Growth Appeals

Student growth appeals may be based on attendance calculations OR assessment score accuracy. Educators are required to identify where there was a deviation from the established business rules, and provide evidence to support any corrections you are requesting (i.e. MISTAR Student Records, etc.). All student growth appeals must be sent to [evaluation@oakparkschools.org](mailto:evaluation@oakparkschools.org) with all required documentation no later than the date specified in the educator's "Student Growth Workbook".

## Conclusion

Teachers are Oak Park Public Schools' most valuable resource. This evaluation system is part of OPSD's comprehensive strategy to provide all teachers with tools and support to help them develop and succeed in their practice so that all students have access to excellent instruction.

School leaders should be the first point of contact for questions related to the contents of this guidebook. Additionally, questions or feedback can be sent to [evaluation@oakparkschools.org](mailto:evaluation@oakparkschools.org), and the appropriate staff member will be available to support you.

# Appendix

## 5D+ Formative Feedback Cycle

# FORMATIVE FEEDBACK CYCLE



Each teacher is expected to be observed 4-6 times per year, in order for an evaluator to have adequate evidence to determine indicator scores for a summative evaluation of professional practice. Each observation should be approximately 15 minutes in length.

Below are the specific steps for collecting and analyzing evidence and providing formative feedback for each observation:

### **SCRIPT - Collect specific and descriptive evidence**

- The purpose of scripting is to create a data log/running record of what the teacher said and did, what students said/did, classroom layout/postings on the walls, etc.; all connected to the instructional core.
- The data log should be judgment and interpretation free – so that when the teacher looks at the log, there is no defensiveness, just agreement, “the script is an accurate description of what occurred while you were in the classroom.”

### **CODE - Align evidence from script to specific indicators that will be evaluated.**

- The purpose of coding is to identify and label evidence of practice for each rubric indicator. When an observer finds an example of an indicator, s/he writes that indicator code (i.e., CEC1) next to the script that is evidence of that indicator.
  - Observers do NOT try to determine a teacher’s score. It is not fair to the teacher, and not strong research-based practice to score a teacher based on one 15 minute observation.

### **NOTICE/WONDER - Identify/highlight evidence and pose questions related to a teacher’s area of focus.**

- The purpose of noticings/wonderings is to initiate (serve as the basis of) conversation with a teacher around their area of focus, in order to collect additional evidence needed for formative feedback.
- A teacher may respond to noticing / wonderings verbally or electronically.

### **ANALYZE - Sort evidence of practice into three categories: What the teacher “can do”, what s/he is on the “verge of,” and what s/he is “far from.”**

- The purpose of analyzing evidence is to identify a teacher’s zone of proximal development in preparation to provide formative feedback.
  - Can do - There is evidence that the practice is in place (with intention).
  - Verge of - There is evidence of the practice in place (with intention), but it may not be as effective as it needs to be.
  - Far from - There isn’t evidence of the practice in place (with intention).

### **FEEDBACK - Provide teacher formative feedback.**

- The purpose of formative feedback is to recognize/affirm practices in place based on what the teacher “Can do” from across the rubric and provide short-term coaching points based on what the teacher is on the “Verges of” being able to do specific to the teacher’s area of focus.

# PIVOT TRAINING GUIDE

## PIVOT TRAINING GUIDE – August 2018

### Self-Assessment

Rubric: 5D+ Version 3.0

Select All Dimensions

For each indicator, select a rating. Ratings of Proficient and Distinguished require evidence: Anecdotal, pre-loaded scripting or Artifacts

### Growth Plan Information

Teacher Name: (Your Name)

Growth Plan Name: Tenure Teacher (Your Name) Growth Plan OR  
Probationary Teacher (Your Name) Individual Development Plan

School Year: 2018-2019

Status: Leave blank

Comments: This area will include three components:

1. District and school improvement goals
  - See Page 2 of this document for District Improvement Goals. See your building administrator for copies of your own school's goals.
- 5 Dimensions of Teaching and Learning.
2. Student's strengths/weaknesses
  - Example: My formative assessment of students indicate they are able to solve math problems, but struggle to model and explain their thinking beyond the formula and/or right answer.
  - Example: My formative assessment of students indicate they are able to identify a story's central idea, but they are not able to cite evidence to support their understanding of central idea.
3. Personal focus
  - Example: Given our district focus, student learning needs, and self-assessment of my practice, I have chosen to work on increasing student engagement in my classroom, specifically through increasing student-to-student talk and having students justify their thinking using mathematical language.
  - Example: In order for students to take more ownership of their learning, they need to understand the intended learning target for each lesson and also how each lesson builds on each other in a logical way. I need to make sure that I am intentional and thoughtful in how learning targets are communicated and also how each lesson builds and connects to the work we have been doing.

Start Date: Today's date

End Date: 4/26/2019

# Determine a Focus

**The district-wide focus areas for 2018-2019 are P4 and SE4. Staff will select at least 1 and up to 3 additional Indicators from any Dimension except PCC. Note: Selection of additional indicators should be based on the classroom environment and therefore, should not be finalized until teachers have had a chance to meet and interact with their students.**

## Area of Focus

Rubric: 5D+ Teacher Evaluation Rubric

**MANDATORY**

Dimension: Purpose

Indicator: P4 – Communication of learning target(s)

Comments: VS – The learning target is clearly articulated, linked to standards, embedded in instruction, and understood by students. GQ – What is the learning target(s) of the lesson? How is it meaningful and relevant beyond the specific task/activity? GQ – How are the standard(s) and learning target communicated and made accessible to all students?

**AT THE BOTTOM OF THE PAGE YOU WILL CLICK THE GREEN BOX THAT SAYS  
“ADD ANOTHER AREA OF FOCUS”**

## Area of Focus

Rubric: 5D+ Teacher Evaluation Rubric

**MANDATORY**

Dimension: Student Engagement

Indicator: SE4 – Opportunity and support for participation and meaning making

Comments: VS – Engagement strategies encourage equitable and purposeful student participation and ensure all students have access to, and are expected to participate in learning. GQ – What specific strategies and structures are in place to facilitate participation and meaning-making by all students (e.g. small group work, partner talk, writing, etc.)? GQ – What evidence do you observe of student engagement in intellectual, academic work? What is the nature of that work? Do all students have access to participation in the work of the group? Why/why not? How is participation distributed?

**AT THE BOTTOM OF THE PAGE YOU WILL CLICK THE GREEN BOX THAT SAYS  
“ADD ANOTHER AREA OF FOCUS”**

## Area of Focus

Rubric: 5D+ Teacher Evaluation Rubric

**EXAMPLE**

Dimension: Classroom Environment & Culture

Indicator: CEC2 – Learning routines

Comments: VS – Classroom systems and routines facilitate student responsibility, ownership, and independence. GQ – How and to what extent do the systems and routines of the classroom facilitate student ownership and independence?

## Action Steps:

Please select a minimum of 10 (total) Action Steps that will support your Areas of Focus. Examples are listed below but feel free to create your own Action Step.

- I will clearly communicate learning targets for each lesson.
- I will provide a daily formative assessment to determine who learned the daily learning target and who needs additional support and/or extension.
- I will explicitly communicate the expectation and provide support for a variety of engagement strategies and structures that facilitate participation and meaning making by students.
- I will revisit the content standards, unwrap them to determine key concepts, and assess alignment of benchmark assessments with the standards.
- I will create and articulate to students a daily learning target and success criteria to ensure students know what they are supposed to learn, as well as how well they need to learn it.
- I will use a gradual release process to focus the lesson on the learning target, provide instructional input and modeling, followed by guided and independent practice.
- I will develop and submit weekly lesson plans according to building policies.
- I will use questioning strategies that push students to reflect on their knowledge and ways of thinking associated with the content and provide evidence to support their arguments and new ideas rather than merely the right answer.
- I will participate in district and building provided PD specific to CEL's 5 Dimensions of Teaching and Learning Instructional Framework and associated 5D+ Rubric.
- I will collaborate and engage in the data team process every week during PLC time for the purpose of improving instructional practice and student/teacher learning.
- I will meet regularly with mentor teacher to discuss what is working, current challenges, and to gain insight into improving practice.
- I will guide students regularly through self-assessment by using success criteria to determine proficiency towards the learning target.
- I will provide classroom systems and routines that facilitate student responsibility, ownership, and independence.
- I will provide opportunities to take ownership of their learning to develop, test, and refine their thinking.
- I will facilitate student talk that reflect student talk that reflects discipline-specific habits of thinking and ways of communicating.
- I will provide scaffolds for the learning task that support the development of the targeted concepts and skills.
- I will use instructional materials and tasks that appropriately challenge and support all students, are aligned with the learning target and content area standards, and are culturally and academically relevant.
- I will physically arrange the room so it is conducive to student learning.
- I will establish classroom norms that encourage risk-taking, collaboration, and respect for thinking.
- I will provide a variety of formative assessments to gather comprehensive and quality data to adjust my instructional practices.

# 5D+ SPECIFIC LEARNING ENVIRONMENT GUIDANCE



## CEL 5D+™ Teacher Evaluation Implementation Specific Learning Environment Guidance

This document is designed to provide instructional framework specific guidance to evaluators of teachers assigned to the following learning environments:

- Alternative learning environments.
- Pre-school and kindergarten.
- Special education.

### General Guidance

Effective teacher evaluations are established by selecting an instructional framework that includes a research-based definition of effective teaching. Once the instructional framework is selected by a school district, there are several prerequisites to a successful and reliable evaluation of a teacher who teaches within the learning environments described above.

1. Evaluators and teachers must have a deep level of understanding of the selected instructional framework. This understanding can be developed through state-sponsored training or through district-provided training. This understanding is crucial to being able to use the instructional framework with and for specific audiences and not assume a practice is either not in the framework or that the practice does not apply to a specific setting.
2. The population of students a teacher is working with should not influence the summative evaluation rating that describes the teacher's instructional practice performance level during a specific school year. For example, a teacher who works with severely medically involved students should have the same opportunities to grow their instructional practice to the point where an analysis of the instructional practice data results in a distinguished performance level rating as a teacher working with academically gifted students.
3. Districts must determine which positions should be evaluated using the selected instructional framework and which positions should not. Just because an employee is a certificated teacher and is on the teacher salary schedule for the district does not mean the employee should be evaluated using the selected instructional framework. If the certificated teacher creates his/her own lesson plans either individually or with a collaborative team, instructs students, and assesses students both formatively and summatively, then the instructional framework should be used to evaluate the employee. If, however, the employee is a certificated teacher whose assigned job does not require instructional practice, that certificated employee should be evaluated using the previous evaluation process or another model chosen by the district. Possible examples of roles that would not be evaluated using the instructional framework: a

certificated teacher who manages student transition, an on-time graduation specialist who monitors progress towards a diploma, a media specialist who does not teach students, an instructional coach, a certificated teacher who monitors student progress in an online program.

## Specific Learning Environment Guidance

### Pre-School / Kindergarten Learning Environments

The full instructional framework and rubric is an appropriate evaluation tool for teachers who work with pre-school and kindergarten students. Developmentally appropriate expectations and evidence apply across the instructional framework / rubric. For example, content-driven student-to-student talk will look and sound different for kindergarteners than it does for high school seniors, but it should occur.

### Special Education Learning Environments

**Resource and inclusive learning:** The full instructional framework and rubric is an appropriate evaluation tool for teachers who work with students on an Individual Learning Plan (IEP) in a resource or an inclusive educational setting. This includes students who receive their core instruction from a special education teacher and their elective instruction from a general education teacher.

**Multiply involved self-contained:** The evidence for instructional framework and rubric indicators / components is identified based on student learning needs for classrooms where students are on an IEP and have more severe or multiple conditions. Principals and teachers collaboratively identify the questions to adapt the teacher/student evidence that pertain to the learning needs of students for each indicator / component. For example, a student who is non-verbal may be communicating through eye blinks or via computer with a paraeducator. Evidence that shows the teacher's growth in developing this practice would apply to the indicator for student-to-student talk.

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