

PAUL EDUCATORS' EVALUATION PROCESS (PEEP) SY20-21

How the Ten Indicators of Educator Effectiveness (TIEE) and Paul Educators' Evaluation Process (PEEP) will support your growth and development?

The primary purpose of the Ten Indicators of Educator Effectiveness (TIEE), aligned professional development and the Paul Educators' Evaluation Process (PEEP) is to provide you with the support necessary to develop your ability to execute the instructional moves and functions described in the Ten Indicators of Educator Effectiveness (TIEE) and subsequently positively impact your students' academic and socio-emotional growth.

The Leadership of Paul PCS will facilitate the development of teachers by providing the following:

1. **Clear expectations and a description of who the effective Paul teacher is and what they do:** The Eight Indicators of Educator Effectiveness and aligned evaluation system (PEEPs) outline clear expectations for all teachers. The indicators in the TIEE that describe the actions and effect of effective practice align with research based best practices and are consistent with the actions of top performing teachers across the country and internationally.
2. **Regular feedback on practice:** Feedback, as defined in Paul PCS, is information about one's performance in relation to the communicated/desired performance. Quality feedback is a key part of professional growth in any field, as such it is important to have a shared understanding of what the desired performance is (TIEE) and regular opportunities to discuss performance. Paul School Leaders and Instructional Specialists will ensure that teachers receive meaningful feedback and that instructional practice is discussed with teachers on a frequent basis in either one on one settings, learning communities and/or in content team meetings (minimally bi-weekly).
3. **Collaboration:** We believe that collaboration is critical to cultivate instructional excellence in all educators. Paul Leaders will ensure greater collaboration occurs between teachers across our network of schools.
4. **Strategic Professional Development:** Decisions about the focus of professional learning are based upon data collected through classroom observations and connected the Eight Indicators of Educator Effectiveness. Paul Leaders and Instructional Specialists will be intentional about crafting sessions to ensure all teachers walk away from the experience with tools and strategies they can use to better instruct students.
5. **Clear aligned organizational goals:** We believe that we can positively impact student achievement and prepare our students to succeed in college and life beyond. Accomplishing this audacious goal requires a vision that ensures every aspect of the organization is functioning in an exemplary manner. Our organizational goals clearly define our organization's direction, making it easier for all staff to connect their daily work to the overarching strategic plan for this system and our students. This adds an additional layer of understanding and purpose for all of our actions.

PAUL EDUCATORS' EVALUATION PROCESS (PEEP) SY20-21

Ten Indicators of Educator Effectiveness (TIEE)

The performance of teachers/instructional staff, will be evaluated across four Domains and against a subset of eight indicators from Charlotte Danielson's Framework. The selected indicators reflect the priorities of the organization; are directly connected to the Paul 5 (school model) and represent the functions, instructional moves and professional traits that a teacher must possess to effectively instruct Paul PCS students.

The Domains and Indicators are as follows:

Domain	Indicator
Domain 1 Planning & Preparation	<ul style="list-style-type: none">● Demonstrating Knowledge of Content and Pedagogy● Designing Coherent Instruction
Domain 2 Classroom Environment	<ul style="list-style-type: none">● Establishing a Culture for Learning● Managing Classroom Procedures
Domain 3 Instruction	<ul style="list-style-type: none">● Using Questioning and Discussion Techniques● Engaging Students in Learning● Communicating with Students – 3A● Using assessment in instruction- 3D
Domain 4 Professional Responsibilities	<ul style="list-style-type: none">● Participating in a Professional Community● Showing Professionalism

Paul Educator Evaluation Process (PEEP) Process Described

Who is involved in the evaluation process?

- Teachers/Staff
- Evaluator (Principal, Assistant Principal, Academic Dean*, person responsible for conducting long and short formal observations)
- Instructional Specialists (provides coaching support only for identified teachers)

The **Paul Educator Evaluation Process** is comprised of four components:

1. Informal Classroom Walks/Visits
2. Formal Short Observations (2)
3. Formal Long Observation (2)

PAUL EDUCATORS' EVALUATION PROCESS (PEEP) SY20-21

4. Summative Evaluation (1)

Component Descriptions:

1. **Informal Classroom Walks and Visits:** Cervone and Martinez-Miller (2007) describe classroom walkthroughs as a tool to “drive a cycle of continuous improvement by focusing on the effects of instruction.” School administrators will conduct school walkthroughs to identify trends in instructional practice across the school and use this data to guide professional development decisions, coaching assignments, and to determine how to best allocate resources; all of these actions help drive continuous improvement.

Teachers should expect to receive feedback from leaders and instructional specialists as a result of individual weekly classroom visits. This feedback will come in two forms:

- a. **Individual:** Teachers will receive a brief summary of the individual classroom visit in their TeachBoost profile. Direct connections to the Eight Indicators of Educator Effectiveness will be made so teachers can properly contextualize the feedback. Feedback **will** be written in the TeachBoost system and may or may not include an in-person debriefing session.
- b. **School-Wide Trends:** School leaders will share data on the instructional trends they are observing quarterly (at a minimum). In their sharing, they will discuss and engage teachers in understanding how professional learning content connects to the data gathered via classroom walks. **Note: Teachers won't always receive individual feedback after Weekly and Monthly Instructional Walks and/or Rounds by school leaders.**

The data collected during classroom walks done by evaluators **may** be used as part of a teacher's evaluation portfolio.

2. **Formal Short Observations:** Each teacher will receive two unannounced short observations, one by the end of advisories one and three. Short observations will last a minimum of thirty minutes. The feedback from short observations will connect to the Eight Indicators of Educator Effectiveness and teachers will receive an evaluative rating for each area.

Evaluators will conduct formal short observations and will provide written and verbal feedback as a result of the observation. The data collected during formal short observations conducted by evaluators (principals and assistant principals) **will** be used as part of a teacher's evaluation portfolio.

3. **Formal Long Observations:** Each teacher will receive two announced (not specifically date and time, rather the week it will take place) formal long observations. The first formal long observation will take place prior to the end of Quarter 2, and the second prior to the end of Q4. The long observation will give teachers an overview and rating on their performance in each of the Eight Indicators of Educator Effectiveness. During the post-observation conference, the evaluator and teacher will identify areas of focus for improvement.

PAUL EDUCATORS’ EVALUATION PROCESS (PEEP) SY20-21

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- 4. **Summative Evaluation:** The summative evaluation will be an average of the domain scores received over the course of the year for each of the evaluative observations (2 long and 2 short)

For each short or long formal evaluation, an overall rating will be assigned in accordance with each of the 10 indicators and a composite rating will be determined.

<u>Overall Rating</u>	<u>Total Points Out of 30</u>
Ineffective	0 – 9
Developing	10-19
Effective	20-25
Highly Effective	26-30

***Please note that “Ineffective” ratings in professionalism will result in progressive disciplinary action, which could include termination.**

The chart below will be completed at the end of each evaluation observation and shared with teachers:

Evaluation Rating Summary (to be completed at the end of each of the FOUR evaluation observations):

Indicator	Rating
Domain 1: Planning & Preparation	
1a: Demonstrating Knowledge of Content and Pedagogy	
1d: Designing Coherent Instruction	
Domain 2: Classroom Environment	
2b: Establishing a Culture for Learning	
2c: Managing Classroom Procedures	
Domain 3: Instruction	

PAUL EDUCATORS' EVALUATION PROCESS (PEEP) SY20-21

Indicator	Rating
3a: Communicating with Students	
3b: Using Questioning and Discussion Techniques	
3c: Engaging Students in Learning	
3d: Using assessment in instruction	
*Domain 4 Professional Responsibilities	
4d: Participating in a Professional Community	
4f: Showing Professionalism	
	Total Score (out of 30) Rating

Summative Evaluation Chart (averages scores by Domain from the four observations received during the year):

The final summative rating for a teacher will fall into one of four categories based on the average of the total scores from all **FOUR** formal observations:

<u>Type of Evaluation</u>	<u>Total Points for Each Advisory Evaluation</u>
<u>Short Formal - A1</u>	
<u>Long Formal - A2</u>	
<u>Short Formal - A3</u>	
<u>Long Formal - A4</u>	
	<u>TOTAL AVG. OF ALL FOUR RATING</u>

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PAUL EDUCATORS' EVALUATION PROCESS (PEEP) SY20-21

FAQs about the Paul Educators' Evaluation Process (PEEP)

1. *Why is Paul implementing a performance evaluation system?*

We know that great teaching is at the center of what we do. This evaluation system will support our goal of ensuring excellence in every classroom at multiple levels.

2. *Are teachers the only employees receiving an evaluation?*

No. An organizational goal for Paul PCS is that all staff fully employed by Paul PCS will receive a position-specific evaluation that is meaningful for their role, their growth and their development during the **2019-2020** school year.

3. *What impact will this evaluation have for my employment for the 20-21 school year?*

Contract decisions are based on teachers' growth and performance. One does not have to have accomplished a rating of "effective" to be offered a contract in March. If the teacher is minimally "developing" and growth is evident, we may offer a contract that is contingent on their continued improvement. Teachers rated as "ineffective" will not be invited to return to Paul PCS. **Staff with "ineffective" designations in Professionalism will not be invited to return to Paul PCS.**

4. *How will professional development be linked to the evaluation system?*

As school leaders gather data and notice trends they will schedule professional development sessions in response to those trends. In addition, teachers are expected to pursue opportunities for learning that are linked to their identified growth areas outside of Paul.

5. *What if I disagree with my school leader regarding my overall rating?*

In the calendar for the school year there are multiple opportunities for teachers to discuss their performance with their administrators/evaluators. All efforts should be made, at the school level, to settle disagreements regarding one's performance evaluation. If understanding, not necessarily agreement, cannot be accomplished, a formal request for further examination and evaluation can be made to the Director of HR and Talent (see Teacher Evaluation Appeals Process on pp. 6).

6. *What is the timeline for the Paul Educators' Evaluation Process (PEEP)?* See timeline on pp. 7

Teacher Evaluation Appeals Process

Throughout the school year there are multiple opportunities for teachers to discuss their performance with their administrators/evaluators. All efforts should be made, at the school level, to settle disagreements regarding one’s performance evaluation. If **understanding**, not necessarily agreement, cannot be accomplished, a formal request for further examination and evaluation can be made to the Director of HR and Talent. **This “appeals” process can only be initiated after one of the two formal long observations.**

The Process

- I. The teacher requesting an appeal will send an email stating such to Pamela Merkerson, **Executive Director of Talent** (pmerkerson@paulcharter.org) and include his/her evaluator, principal, **Executive Director of Student Support** and **Executive Director of Schools** in the “CC” of the email.
- II. Ms. Merkerson will respond, acknowledging receipt of the request.
- III. The requesting teacher’s evaluator will be sent a form to complete containing the following chart:

Domain	Indicator	Evaluator’s Evidence	Rating	Teachers Evidence- Based Rebuttal
Domain 3: Creating a Culture for Learning	Indicator 1	<ul style="list-style-type: none"> Teacher began lesson by telling students to turn to page “2” and start reading and answer questions at the end of the section. No purpose for learning was established, objectives were not reviewed, posted or referenced, prior learning was not activated. 	Ineffective	To be inserted by teacher

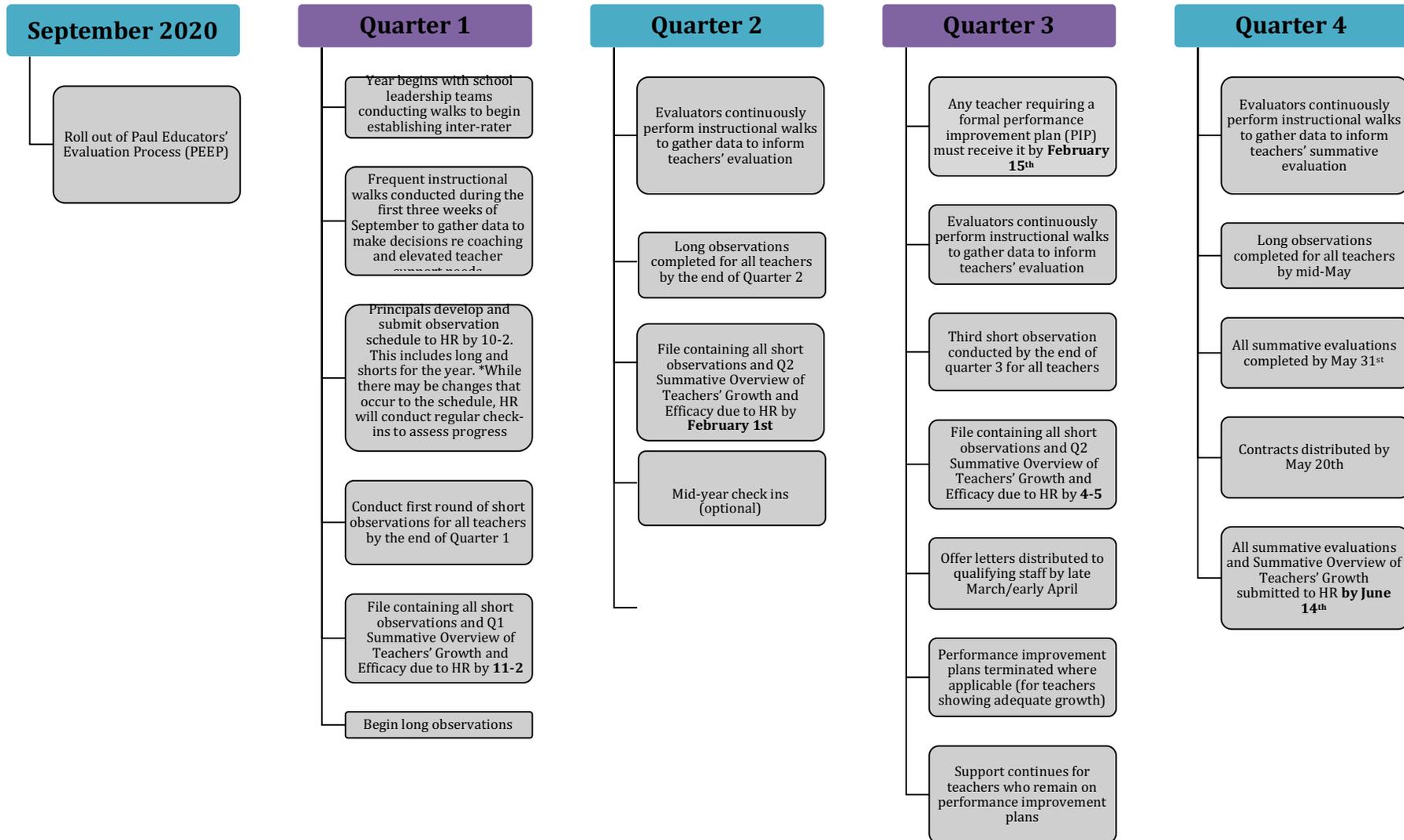
- IV. This chart will be completed for all Domains and Indicators within 48 hours. The evidence provided by the evaluator will be the same evidence provided the teacher at the time of the observation debrief.
- V. The teacher will complete his/ her portion within the *next* 48 hours and will send to Ms. Merkerson. Note: The appealing teacher must provide counter evidence that rebuts what the evaluator has observed and recorded as evidence.
- VI. Ms. Merkerson will send the completed form(s) to Ms. Spann and Ms. Ragin.

PAUL EDUCATORS' EVALUATION PROCESS (PEEP) SY20-21

- VII. Ms. Spann and/or Ms. Ragin will review the form and reach out to the teacher about next steps in the appeals process.
- VIII. Ms. Spann and/or Ms. Ragin will hold a conference with the teacher to determine whether the appeal stands, and relay the following information
 - a. If the appeal is verified/accepted, the disputed observation will be “dropped” and Mrs. Ragin or Ms. Spann will conduct a secondary observation. The evaluation completed by Mrs. Ragin or Ms. Spann is not open for appeal. Their rating/evaluation is final.
 - b. If sufficient evidence is not presented to warrant an appeal, the disputed observation will stand.

This process may **only be initiated by a teacher once** during the course of a school year.

Teacher Evaluation Process Timeline



PAUL EDUCATORS' EVALUATION PROCESS (PEEP) SY20-21

Performance Improvement Plans (PIPs):

Supporting staff is essential to the success of schools. Many resources are needed to assist teachers in growing professionally. Sometimes additional support is required to help teachers develop so that they can meet the performance standards for their school.

If a teacher's performance does not meet the expectations established by the school, the teacher will be placed on a *Performance Improvement Plan* (see *Performance Improvement Plan Form*). A *Performance Improvement Plan* is designed to support a teacher in addressing areas of concern through targeted supervision and additional resources. It may be used by an evaluator at any point during the year for a teacher whose professional practice would benefit from additional support, however only in "unique" circumstances will a *Performance Improvement Plan* be initiated after **February 19th**. Unique circumstances are defined as those that reflect a sharp, negative change in the performance of duties and/or execution of professional responsibilities.

The ultimate goal of engaging a teacher in heightened support as described in a *Performance Improvement Plan* is to improve their practice. As such, we will strive to implement these in enough time to improve before hiring decisions are made for the next school year (which typically happens in March).

Implementation of Performance Improvement Plan

When a teacher is placed on a Performance Improvement Plan, the evaluator (or his/her designee) must:

- a) provide written notification to the teacher of the area(s) of concern that need(s) to be addressed;
- b) formulate a *Performance Improvement Plan* in conjunction with the teacher; and
- c) review the results/progress on the *Performance Improvement Plan* with the teacher on a weekly or biweekly basis.

Assistance may include:

- increased feedback
- support from a professional peer or supervisor;
- conferences, classes, and workshops on specific topics;
- assistance from a member of network staff

PAUL EDUCATORS' EVALUATION PROCESS (PEEP) SY20-21

Resolution of Performance Improvement Plan

Central to the resolution/termination of a Performance Improvement Plan is the teacher's initiative in implementing the feedback and suggestions given by their coach/evaluator, their initiative in seeking additional support (i.e. continuing education, observing other teachers, etc.), and their growth and improvement in the identified areas. Prior to the evaluator making a final recommendation, the evaluator meets with the teacher to review progress made on the *Performance Improvement Plan*, according to the timeline established in the PIP. The options for a final recommendation include:

- a) Sufficient improvement has been achieved; the teacher is no longer on a *Performance Improvement Plan* and is rated "Developing or Effective."
- b) Partial improvement has been achieved but more improvement is needed; the teacher remains on a *Performance Improvement Plan* and is rated "Developing."
- c) Little or no improvement has been achieved; the teacher is rated "Ineffective"

When a teacher is rated "Ineffective" the teacher will not be offered continued employment, will continue to receive additional support for the remainder of the year to ensure students are not negatively impacted and may be recommended for dismissal while the year is in progress if performance worsens.

PAUL EDUCATORS' EVALUATION PROCESS (PEEP) SY20-21

PERFORMANCE IMPROVEMENT PLAN SAMPLE				
Name: Mrs. HelpMe Supervising Administrator: Mr. Helpful Date: 11/3/20 EIEE Standard Areas(s) of Concern: Instructional Practice, Classroom Atmosphere				
Description: Mrs. HelpMe fails to frame the learning and lacks clarity and sufficient modeling during lessons. Additionally, lack of clarity around in-class transitions leads to loose classroom management and loss of instructional time.				
Performance Goals (Connected to EIEE Indicators)	Strategies, Activities and Timetable (from EIEE evidence row)	Support Structures	Data Collection, Timeline and Sources	Evidence of Progress
Mrs. HelpMe will consistently communicate lesson objectives with examples and criteria for success.	List/discuss lesson objective and itinerary for each lesson.	Coach will model instruction emphasizing this process	<ul style="list-style-type: none"> - Formal observation by 3/1/10 - Weekly walkthroughs - Observation by Department Chair 	Observations and walkthroughs
	Lesson plans shall include mastery objective, rationale, and criteria for success.	Teacher will be provided with sample lesson plans from colleagues	Plans to be submitted weekly on Monday	Review of lesson plans with feedback implemented (conference w/admin)
Mrs. HelpMe will create management structures for smooth transitions and utilize more praise as a reinforcer	Create and implement routines and procedures that define the critical transitions within the classroom	Peer observation of partner teacher's PE program; focus observation on transition routines and procedure	Written plan of action for	Implementation of routines and procedures; increased order in class; reduction of loss instructional time
	Maintain a data log for positive and negative behavioral interactions	Sample/exemplar log	Data log kept from 2/16 – 2/19/2010	Review of data log (conference w/admin)

PAUL EDUCATORS' EVALUATION PROCESS (PEEP) SY20-21

PAUL EDUCATORS' EVALUATION PROCESS (PEEP) SY20-21