

**Gadsden City Schools
PLAN 2020
Analyzing Educator Effectiveness**

PLAN 2020

“Every child is taught by a well-prepared, resourced, supported and effective teacher.”

“Develop and implement a professional growth evaluation system for teachers and leaders that includes multiple measures of student growth and achievement.”

PLAN 2020 calls for each district or school system to **Analyze Educator Effectiveness** by measuring multiple aspects of practice and student growth. There are three main areas of measure. These measures include: **Professional Commitment, Professional Practice, and Impact on Engagement and Learning**. Each area of measure is comprised of specific aspects that are designed to measure and rate teacher effectiveness and their impact on student achievement. The following breakdown provides the weights and measures of each component used to **Analyze Educator Effectiveness** and their required dates of implementation.

Professional Commitment - (Educate Alabama)	30%	(Currently in use)
• Self Assessment		
• Professional Learning		
• Evidence of Professional Learning		
Professional Practice	35%	(August 2016)
• Classroom Observations		
• Analysis of Collaborative Planning		
• Analysis of Impact Beyond Classroom		
Impact on Engagement and Learning	35%	(August 2017)
• Student and Parent Surveys		
• Student Growth Data		
➤ ACT Aspire		
➤ Student Learning Objectives		
➤ District Assessments		

Beginning August 2016, PLAN 2020 requirements call for districts/systems to implement the Professional Practice component of measure in addition to the Professional Commitment component currently used to analyze educator effectiveness. Professional Practice will count as 35% of the total measure of educator effectiveness. The following information provides the weight of each measure used for analysis, as well as the schedule, type and quantity of observations, and the required cycles for both tenured and non-tenured teachers.

- Classroom Observations 20%
- Analysis of Collaborative Planning 10%
- Analysis of Impact Beyond Classroom 5%

Classroom Observations - Component #1 20%
Each teacher will be observed for 60 minutes per cycle.

Non-Tenured (60 minutes annually)
Tenured (60 minutes once every three years)

Observations may be conducted in one of the following 60-minute formats:

(1) 20-minute announced classroom observation

AND

(2) 20-minute classroom observations **OR** (4) 10-minute classroom observations

All observations will be conducted by the Principal or a Board Supervisor.

- Teachers should provide a lesson plan for the announced observation to Administrator prior to the observation.
- After the announced observation has been conducted, the Administrator will hold a post-conference with the teacher within (10) working days from the date of the observation.
- The teacher and the Administrator will each complete a **Post Observation Conference Form** prior to the post-conference meeting.

Administrator/Board Supervisors should focus on a minimum of (4) indicators during each visit.

***Note- Administrators may exceed the minimum number of 10 minute short observations or the 20 minute longer observations, and may use an announced or unannounced format. This will be left to the discretion of the person(s) conducting the observations.

Collaborative Planning – Component #2

10%

Teachers are required to collaborate in activities, projects, continued studies, or participate in professional learning communities that have a dedicated purpose and outcome for improved student achievement. Administrators will assess ongoing training and participation in these types of activities, and will use their findings in the teacher review process. The Administrator will use the following rating scale to determine the level of teacher effectiveness upon examination of each indicator listed below.

Indicators of effectiveness:

- Teacher engages in professional learning communities that positively impact professional practice.
- Teacher collects, analyzes, and uses data to continuously assess progress toward professional learning benchmarks.
- Teacher aligns professional learning with school goals.

Rating scale: 1=Ineffective 2=Developing 3=Effective 4=Exemplary

Teachers will be asked to provide evidence relating to activities, projects, continued studies, ideas, or strategies that they are actively involved in, developing, or have shared with co-workers that have a dedicated purpose or specific outcome designed for improving student achievement. This information will be included on the **Teacher-Post-Conference Observation form**.

Analysis of Impact Beyond Classroom – Component #3

5%

Teachers are encouraged to participate in activities and events that have an impact on students outside of the regular classroom environment. Teachers will be awarded points as a result of their efforts and levels of participation. A summary form will be supplied for teachers to complete a summary of their activities.

1-5 Beginning – Emerging – Developing - Effective - Exemplary

End of the Year Summary

An end of the year conference between the Administrator and teacher will be held to include the following:

- Administrator will hold a conference with the teacher to reflect upon the year and discuss summative information that was observed and gathered from classroom observations/walk-throughs, conferences, events, and activities.
- Strengths and weaknesses will be discussed.
- School improvement ideas will be addressed.
- Teacher will be given an opportunity to provide additional evidence of those items/indicators not observed during classroom observations.
- The Administrator will complete a (3-Part) End-of-the-Year Conference form.
 - **Part I – Supervisor’s Narrative** that provides a summary of the strengths as well as areas in need of development, as identified throughout the evaluation process.
 - **Part II – Professional Development Goals** for the upcoming school year will be established during a collaborative discussion between the Principal/teacher. The goals should be derived as a result of observation data collected during the year and the end of the year reflection discussions regarding personal effectiveness.
 - *At least one of the goals established must be readily observable in the classroom.*
 - **Part III – Tentative Professional Learning Plan (PLP) (ONLY 2/3 Goals/Indicators)** – Teachers will utilize goals/indicators identified to establish the Professional Learning Plan. This plan will describe activities that the teacher will implement to improve student achievement/performance.

Professional Practice Overview

Professional Practice August 2016 (35%)

- **Classroom Observations – Forms** **(20%)**
 - (20) Minute Announced Observation
 - (20) Minute Post Conference Teacher/Collaborative Planning
Teacher/Collaborative Rating Administrator
 - (20) Minute Post Conference Observation: Administration
 - (10) Minute Walk-Through Observation
 - (10) Minute Walk-Through Conference

- **Analysis of Collaborative Planning – Forms** **(10%)**
 - ****(Collaborative Planning) Administrator/Combined
with (20) Minute Post Conference Teacher Form listed above

- **Analysis of Impact Beyond Classroom – Forms** **(5%)**
 - Professional Showcase Checklist list/Rating:
Teacher/Administrator

- **End-of-year Conference – Administrator** **(n/a)**

Professional Practice Forms

- 1. Educator Effectiveness Evaluation System Overview**
- 2. (20) Minute Announced Classroom Observation:
Administrator**
- 3. (20) Minute Announced Classroom Observation Post
Conference/Collaborative Planning: Teacher /Collaborative
Rating Form**
- 4. (20) Minute Post Conference Feedback Form: Administration**
- 5. (10) Minute Walk-Through Observation
:Administrator/Board**
- 6. (10) Minute Walk-Through Conference**
- 7. Professional Showcase List/Rating**
- 8. End-of-the Year Conference Form: Administrator)**

GADSDEN CITY SCHOOLS
20 MINUTE - ANNOUNCED CLASSROOM OBSERVATION

TEACHER: _____ DATE: _____

OBSERVER: _____ CYCLE: Tenured
60 minutes
Every 3 years Non-Tenured
60 minutes
Annually

SCHOOL: _____

INDICATORS	INEFFECTIVE	DEVELOPING	EFFECTIVE	EXEMPLARY
#1 - Classroom management	1	2	3	4
	Notes:			
#2 - Creating an environment of respect and rapport	1	2	3	4
	Notes:			
#3 - Student engagement	1	2	3	4
	Notes:			
#4 - Content knowledge	1	2	3	4
	Notes:			
#5 - Standards-based instruction/CCRS and ACOS implementation	1	2	3	4
	Notes:			
#6 - Effective lessons and communications	1	2	3	4
	Notes:			

GADSDEN CITY SCHOOLS
20 MINUTE - ANNOUNCED CLASSROOM OBSERVATION

TEACHER: _____ DATE: _____

OBSERVER: _____ CYCLE: Tenured
60 minutes
Every 3 years Non-Tenured
60 minutes
Annually

SCHOOL: _____

INDICATORS	INEFFECTIVE	DEVELOPING	EFFECTIVE	EXEMPLARY
#7 - Levels of questioning/rigor	1	2	3	4
	Notes:			
#8 - Instructional innovation and technology	1	2	3	4
	Notes:			
#9 - Formative assessment	1	2	3	4
	Notes:			
#10 - Differentiated instruction	1	2	3	4
	Notes:			
#11 - Diversity in the classroom	1	2	3	4
	Notes:			
#12 - Real world connections	1	2	3	4
	Notes:			

GADSDEN CITY SCHOOLS

20 MINUTE ANNOUNCED - POST OBSERVATION FORM: TEACHER

Teacher: _____ **Observation Date:** ____ / ____ / ____
 (This section to be completed by the teacher after the 20-minute announced classroom observation; before feedback conference with Administrator)

1. What strategies/strengths were effective in your lesson?

2. What other information/evidence would you like to share that perhaps the principal/supervisor did not get an opportunity to observe that was relevant to the lesson?

3. List anything that you may have done differently or adjusted to make your lesson more effective.

4. Are there any specific resources that you need from your principal/administrator to impact instruction in a positive way?

Collaborative Planning (This section to be completed by the teacher)

List below any evidence relating to activities, continued studies, ideas, projects, or strategies that you are actively involved in, developing, or have shared with your co-workers that has a dedicated purpose or specific outcome designed for improving student achievement. This can be an idea or strategy that you are working on individually, by grade, or subject level.

- 1.

- 2.

COLLABORATIVE PLANNING INDICATORS & RATING SCALE (This section to be completed by the Administrator)

INDICATOR	INEFFECTIVE 1	DEVELOPING 2	EFFECTIVE 3	EXEMPLARY 4
Teacher is engaged in professional learning communities that positively impact professional practice.				
Teacher collects, analyzes, and uses data to continuously assess progress toward professional learning benchmarks and goals.				
Teacher aligns professional learning with school goals.				

Teacher's Signature _____ Date: ____ / ____ / ____

Administrator's Signature _____ Date: ____ / ____ / ____

*****The teacher's signature indicates that this form has been verified during the post observation conference. It does not necessarily indicate agreement with the results.**

GADSDEN CITY SCHOOLS
10-MINUTE Walk-Through Observation Form

TEACHER: _____ **SCHOOL:** _____

Indicators

- #1 Classroom management
- #2 Creating an environment of respect/rapport
- #3 Student engagement
- #4 Content knowledge
- #5 Standards-based inst. CCRS/ACOS implementation
- #6 Effective lessons and communication
- #7 Levels of questioning/rigor
- #8 Instructional innovation and technology
- #9 Formative assessment
- #10 Differentiated instruction
- #11 Diversity in the classroom
- #12 Real world connections

Indicators: 1-Ineffective, 2-Developing, 3-Effective, 4-Exemplary

Class Period: _____ **Time:** _____ **Subject/Grade:** _____

Walk-Through

Indicator#/Rating: #___/___ #___/___ #___/___ #___/___ #___/___ #___/___ #___/___

Observer's notes:

Area(s) for improvement:

Observer's signature: _____ **Date:** ___ / ___ / ___

Professional Showcase Summary

Teachers are encouraged to participate in activities and events that have an impact on students outside of the regular classroom environment. Teachers will be awarded up to 5 points as a result of their efforts and levels of participation.

Examples: School Committee work, attending student sporting, drama, music, etc. events, non-paid tutoring of your students, school program / class sponsorships. Any other outside activities that go above and beyond what is expected of every teacher at your school.

Please list below activities of this type that you have participated in this year.

Teacher's Signature: _____ Date: _____ / _____ / _____

School: _____

Administrator Score (1 to 5) _____

1-5 Beginning – Emerging – Developing - Effective - Exemplary

Administrator Name: _____ Signature: _____

Date: _____ / _____ / _____

Gadsden City Schools End-of-the Year Conference Form

Name: _____ Position: _____

Work site/School: _____ Years of experience: _____

Date: _____ / _____ / _____

Part I: Supervisor's Narrative – This area will summarize the strengths as well as areas of development as identified in the evaluation process.

Part II: Professional Development Goals (PDGs) – The administrator/supervisor and teacher will collaborate to identify (2-3) Professional Development Goals for the upcoming school year. The goals should be developed using the observation data collected during the year, conference feedback, and reflection relating to personal effectiveness. **At least one of the goals selected must be readily observable in the classroom.**

1. Goal/Indicator # and Description:

2. Goal/Indicator # and Description:

3. Goal/Indicator # and Description:

Part III: Tentative Professional Learning Plan (PLP) (2-3 Goals/Indicators) –
Teachers will utilize the Goals/Indicators identified to develop the Professional Learning Plan. This plan will describe activities that the teacher will implement/accomplish to improve student achievement/performance.

Indicator# (Teacher will type the indicator and accompanying statement)

Proposed Actions and Strategies

Professional Learning:

What type of professional development will you engage in this year?

Implementation of Professional Learning:

How will the professional development be implemented?

Anticipated/Expected Evidence:

Anticipated/Expected IMPACT:

Indicator# (Teacher will type the indicator and accompanying statement)

Proposed Actions and Strategies

Professional Learning:

What type of professional development will you engage in this year?

Implementation of Professional Learning:

How will the professional development be implemented?

Anticipated/Expected Evidence:

Anticipated/Expected IMPACT

Indicator# (Teacher will type the indicator and accompanying statement)

Proposed Actions and Strategies

Professional Learning:

What type of professional development will you engage in this year?

Implementation of Professional Learning:

How will the professional development be implemented?

Anticipated/Expected Evidence:

Anticipated/Expected IMPACT:

Signature of Teacher: _____ Date: ____ / ____ / ____

Signature of Administrator: _____ Date: ____ / ____ / ____