PHILOSOPHY AND PURPOSE OF ANDOVER PUBLIC SCHOOLS EVALUATION PROCESS

Andover Public Schools believe that Andover students deserve the highest quality of instruction. To ensure quality instruction for every student, evaluation of all certified personnel is essential and is one of the district's primary responsibilities to students, patrons, and staff.

Purpose of Evaluation Process

The purpose of the professional educator evaluation process in Andover Public Schools is to provide quality instruction that aligns with district goals and objectives, resulting in student academic growth and achievement. In addition, this process is designed to promote professional learning that allows educators to continually grow and learn new techniques to improve their instructional practices and methods.

▸ **Effective educator evaluation:**
  - ✓ Reflects research-based standards
  - ✓ Is systematic and continuous
  - ✓ Embodies standards of excellence
  - ✓ Is cooperatively developed between evaluator and educator
  - ✓ Is continually reviewed and refined to reflect the needs of the organization.

▸ **Professional growth results from:**
  - ✓ Maximizing strengths and working on areas for growth
  - ✓ Setting realistic goals
  - ✓ Providing resources
  - ✓ Defining responsibilities
  - ✓ Establishing strategies for continuous improvement
  - ✓ Fostering self reflection
  - ✓ Monitoring performance

▸ **Student Performance Measures:**
  - ✓ Document student performance attributed to educator over time (up to 4 years of data can be used)
  - ✓ Determine 3, 4, or 5 possible student performance areas by 60th day of semester through Student Performance Measures form on My Learning Plan, and then select three performance measures to use for evaluation
  - ✓ Possible performance measures are found on Student Performance Measures Menu for USD 385
  - ✓ Nurses, Speech Pathologists, Occupational & Physical Therapists, & School Psychologists are exempt from this requirement

- ✓ Educators are not expected to create or identify performance measures they would not normally use. Flexibility is needed between the educator and administrator in identifying the most meaningful measures to use for showing student performance.
- ✓ Educators & administrators will discuss to determine if student performance has been shown. Teacher-developed assessments are an acceptable measure to be used at this time; however, to add value, validity, and reliability to a performance measure, educators should avoid creating local assessments in isolation whenever possible.
- ✓ For 1st & 2nd year educators in USD 385 who are evaluated twice during the year, regardless of the number of years in the profession, SPM's will be evaluated during the spring evaluation cycle only.

A Framework for Teaching by Charlotte Danielson

The "Framework for Teaching" was selected as the basis for USD #385's educator evaluation system because it is researched-based and provides a clearly defined framework to help educators improve their instruction. More specifically, the framework:

1. Enhances professional practice by seeking to identify principles of effective practice and classroom organization. Such principles **maximize student learning and promote student engagement**.

2. **Provides a common vocabulary** for discussions regarding professional excellence in teaching.

3. **Provides clear expectations,** via the rubrics, about what constitutes best practice and serves as a guide for educators striving to maximize student achievement.

4. **Parallels district improvement initiatives** currently underway in USD #385 (i.e. Andover Instructional Framework, School Improvement Goals, Improving Professional Learning, Continuous Improvement, High Expectation, etc.).

5. **Is based on research.** Charlotte Danielson A Framework For Teaching (2013).

Professional Competency Domains

The four specific domains and associated components will vary based on educational speciality. Rubrics exist for each component within the four domains, with ratings as follows:

➢ **Highly Effective**
Evidence of high levels of knowledge, implementation and integration of performance standards along with evidence of leadership initiative and willingness to model and/or serve as a mentor for colleagues.
➢ **Effective**
Evidence of increased knowledge, implementation and integration of performance standards. Evidence of a clear proficiency and skill in the performance area.
➢ **Developing**

Evidence of basic knowledge and implementation of performance standards. Integration of performance standards is not evident. Educator is making progress towards proficiency.

➢ **Ineffective**
Little or no knowledge and minimal implementation of performance standards.
Does not meet minimal performance standards and needs substantial improvement.