

The Educator Evaluation Journey

Stop One: Self-Assessment

An integral part of the evaluation process is the Self-Assessment. It empowers educators to shape their evaluation by reflecting on strengths and accomplishments, areas on which they might want to focus, and supports they will need to accomplish their goals. Using the prior summative evaluation as a jumping off point, Self-Assessment often starts at the end of one year as educators reflect on their practice, and continues into the beginning of the next year as educators analyze data for their new students. Educators are then poised to propose at least two goals for their upcoming evaluation cycle.

One way to approach the self-assessment is to think about how you feel about your practice as a whole. That could include instruction, the classroom environment, and parent involvement—basically the various essentials to your practice. Based on these, think about a professional practice goal for next year.

It also includes reflecting on what you accomplished with your students last year to inform your student learning goal for next year. Look at data from District-Determined Measures, benchmark/common assessments, essays, class discussions, formative assessments, and classwork. All of this information helps to figure out where to focus for the year.

The Self-Assessment gives you the opportunity to not only take the time to reflect about what went well this past year, but also think, “I’m doing something good, how can I make that better?”

As you begin to reflect on your goals for the year, focus on how to ensure all students are being appropriately challenged and stimulated within your lessons. You are not only reflecting upon your own practices but overall trends of your grade-level, content area, and school as well.

September 2015

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Important Dates to Remember

- September 8- Mentor meeting @ 4pm @ Central Office
- September 14- registration for Spring RETELL course opens @ 9am

Important Notice:

Central office is a fragrance-free zone so please be respectful and plan accordingly when you visit.



Who's who at Central Office?

The summer of 2015 has brought about many changes at Central Office. We've said farewell to a few long-time and much-loved employees. While no one will ever be able to fill their shoes, we're excited about the new members of our team. Please join us in welcoming them to Central Office.

Leila Maxwell- Director of STEM Instruction

In 1994, I entered the Dennis-Yarmouth Regional School System as a high school technology/math teacher and then transferred to the mathematics department to teach Algebra through AP Calculus. In 1999, I became chair of the mathematics department and collaborated not only with my colleagues in the math department but also with colleagues across all disciplines and other D-Y schools. I became an assistant principal at the high school in 2011 with a focus in the math and science areas. I am very excited about my new position as Director of STEM Instruction and look forward to collaborating with you in preparing all our students to be college, career and civic ready!

Jaime Curley- Director of Pupil Services

I began my career at Dennis-Yarmouth Regional High School in 1999 as a Special Education Teacher (WAVE room) at Dennis-Yarmouth Regional High School. I held that position for approximately four and a half years as I simultaneously began working on my M.Ed. and CAGS degree in School Psychology. I completed my internship as a School Psychologist at MacArthur Elementary and DY High School in 2005. After my internship, I obtained a job as a school psychologist at Station Avenue Elementary School for seven years. In September of 2013, I began working at DY High School again; however, this time as a school psychologist. I am very excited about the opportunity to serve as the Director of Pupil Services. I look forward to working collaboratively with special educators, regular educators, specialists, service providers, administrators and families to continue to creatively build on programs and services!

Sherry Santini- Director of Humanities and the Arts Instruction

I began my career in DY as a 6th grade ELA/Social Studies teacher at the Nathaniel H. Wixon Middle School in 1992. During that time, I completed my Master's in Curriculum and Instruction from Lesley University in 1996. I also completed a Leadership Licensure program through the University of Massachusetts-Dartmouth in 2008 and

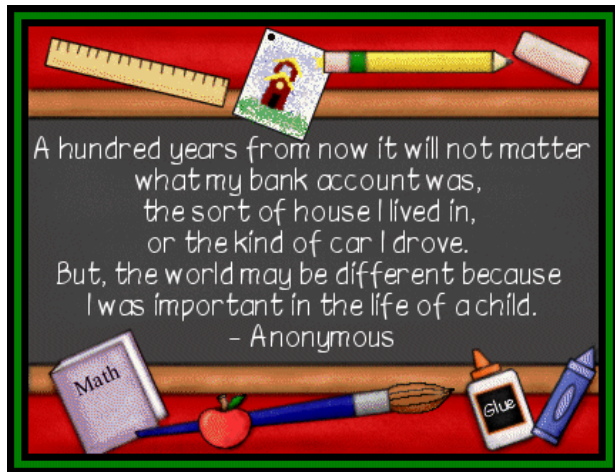
became a licensed administrator for grades K-12. In 2010, I moved up to the 7th grade where I taught until I moved into the position of Assistant Director of Instruction and Pupil Services in 2013. In my new role as Director of Humanities and the Arts, I am excited about moving the district forward through a comprehensive Literacy Action Plan, on-going professional development and collaboration.

Jan Murray-Daniels- Administrative Assistant to the Directors of Instruction

I started working for the Dennis-Yarmouth Regional School District at Marguerite E. Small in 1993. I filled many roles there until the love of technology found me. After many night and Saturday classes on technology, I worked my way into the Computer Lab/Library Assistant position. I then became the Technology Office Administrative Assistant and held that until I became the Instructional Technology Assistant for the District. I traveled to the different computer labs at the elementary schools teaching along with the teachers, technology skills and projects for our students and staff to use. I maintained the data base for the Instructional Technology inventory and online subscriptions. This position also allowed me to assist the Director of Instructional Technology with summer training classes for staff. I am looking forward to my new position of working with the Directors of Instruction to support the students and staff of DY.

Dianne Kelley- Data Specialist

I began working for the Dennis-Yarmouth Regional School District as the Maintenance Secretary in 1985 and transferred to the position of Computer Systems Operator for the high school two years later. I was the person that maintained the database, worked with the assistant principal through the scheduling process, entered grades and updated transcripts for transfer students, produced state reports and a wide variety of data analysis reports for the high school administrators. I'm looking forward to being part of the district's team to support educators with data analysis reports designed to identify and meet the needs of a diverse population and to maximize the education outcomes for each student.



Solving Lesson-Planning Challenges with Backwards Unit Design

(Originally titled “Writing a Master Plan”)

In this Education Update article, Laura Varlas addresses five challenges teachers face as they plan lessons:

- **Coverage** – Getting through the curriculum is an imperative, but if that’s the main focus, teachers may lose sight of deeper goals. In an English class, says Understanding by Design author Grant Wiggins, planning shouldn’t be about what book is being read but “how students are different when they’re finished reading it.” UbD co-author Jay McTighe agrees: “Just like a coach plans with the game in mind, teach individual skills and knowledge with the performance in mind, not as ends in themselves.”

- **The fun trap** – Many teachers plan cool, engaging activities that don’t necessarily push toward understanding. “Activity-oriented lessons can be fun in the short run, but they’re cotton candy,” says McTighe. “They don’t have any deep nourishment.” Wiggins: “It’s possible to build a model of a working roller coaster but not learn any physics.” He likes to ask students:

- What are you doing?
- Why are you doing it?
- What’s it helping you learn?

- **The key:** deciding on lesson strategies after formulating learning outcomes and how they’ll be assessed. Activities should be a series of steps leading students to being able to perform the objective and explain what they’re doing.

- **Information overload** – “The wealth of free online lesson planning resources can become tempting distractions as teachers sit down to design learning,” says Varlas. The same is true of digital planning software that links a unit to standards and spits out 40 objectives. Teachers need to take a deep breath and (ideally with colleagues) think through the content and what students should learn, focusing on the new standards being taught.

- **Educator egocentrism** – It’s important for teachers to step out of their own mastery of the material and imagine how students will experience it – in particular, what misconceptions they may have and what rough spots they’ll hit. This means working through the material in advance and preparing during-lesson questions that probe for deeper understanding – and then responding nimbly to students’ partial answers and errors.

- **Lesson plans** – Wiggins and McTighe believe the smallest unit of curriculum planning should be the unit plan. “I’m not saying ‘stop planning,’” says instructional coach Mike Fisher. “I’m saying, ‘stop planning for the isolated moment.’” Varlas adds: “Moving away from the potential myopia of daily plans requires schools to shift from isolated teacher planning to collaborative, integrative teams. It also begs principals to question the merit of requiring teachers to submit daily plans. Instead, look for a coherent unit plan with rich, well-aligned assessment tasks built into it.” McTighe sums up: “Don’t micromanage day-to-day teaching. Manage results on things that matter.”

“Writing a Master Plan” by Laura Varlas in Education Update, April 2016 (Vol. 57, #4, p. 1, 4-5), <http://bit.ly/1DD4hut> for ASCD members; Varlas is at lauravarlas@ascd.org

THE ABCs FOR FIRST YEAR TEACHERS

(Great reminders for all the veteran teachers as well!)



- **A**dmit your mistakes -- and learn from them.
- **B**e firm but flexible.
- **C**ommunicate with parents.
- **D**evelop a homework policy – and stick to it.
- **E**mpower your students; don't just lecture to them.
- **F**ind time to attend after-school events.
- **G**et to know all the teachers in your school and make friends with the cooks, custodians, aides, and secretaries.
- **H**ave the courage to try something else if what you're doing isn't working.
- **I**nstitute a clear discipline policy - and enforce it consistently
- **J**ust listen -- both to what the kids are saying and to what they're not saying.
- **K**ee a journal.
- **L**earn your school's policies and procedures.
- **M**odel desired attitudes and behavior.
- **N**on carborundum ignorami. (Don't let the imbeciles wear you down.)
- **O**verplan.
- **P**repare interesting lessons.
- **Q**uit worrying and just do your best.
- **R**emember that you teach students first, then you teach whatever academic discipline you learned.
- **S**tay alert.
- **T**ake pictures.
- **U**nderstand that the learning process involves everyone -- teachers, students, colleagues, and parents -- and get everyone involved.
- **V**olunteer to share projects and ideas, and don't be afraid to ask others to share their ideas with you.
- **W**ork within your limits.
- **X**pect the unexpected -- and plan for it!
- **Y**ell if you need support.
 - **Z**ero in on your strengths, not your weaknesses. (Remember -- nobody's perfect!)

Finally, keep in mind the words of Philadelphia teacher Lew Clark: "Have a blast! You are about to begin a remarkable adventure."

RETELL FAQs

Q- Who is required to obtain an SEI endorsement?

- Teachers of students with moderate and severe disabilities.
- Subject-area teachers in English, reading or language arts; mathematics, science; civics and government, economics, history and geography; and early childhood and elementary teachers who teach such content.
- Administrators who supervise one or more core academic teachers of ELLs

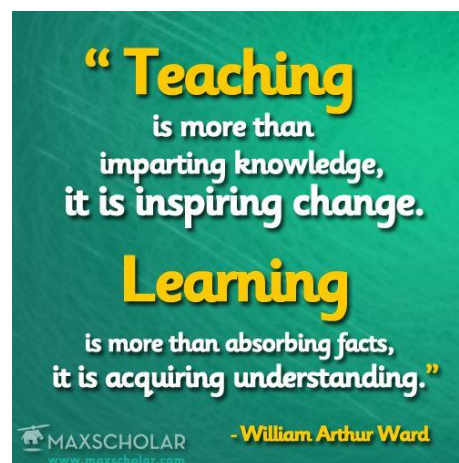
Q- What happens if the course I was registered for is canceled?

- You should immediately attempt to register for another course. If you are unable to do so, you should place yourself on the waitlist. If you were placed on the waitlist for a fall course and did not get in, you will have priority in registering for spring courses.

Q- What if I do not enroll in any SEI endorsement courses during the 2015-16 school year?

- If you are required to obtain the endorsement and have not voluntarily enrolled in a course, DESE will assign you to a course this spring.
- If you do not earn the SEI Endorsement by August 31, 2016, you will not be able to renew or advance your educator license until you earn the endorsement.

If you have any questions, call the RETELL Helpdesk (888)789-1109



The Evaluation Cycle- a Year at a Glance

September is a busy month- meeting your new students, establishing routines, catching up with colleagues old and new, and planning for the year ahead. The evaluation process can feel overwhelming when viewed as a whole, so we recommend focusing on one step at a time. Once you have completed your self-assessment and written your goals, the remainder of the year can be spent on implementation. Along the way, be cognizant of opportunities to collect evidence and artifacts that capture the essence of your efforts.

Step 1: Self-Assessment & Goal Proposal

WHAT—The first step of the educator evaluation cycle is self-assessment and goal proposal. Educators analyze student data, reflect on their performance, and propose a minimum of one student learning goal and one professional practice goal individually and/or in teams.

WHEN— Due by October 1.

Step 2: Goal Setting & Educator Plan Development

WHAT—Step 2 of the educator evaluation cycle is goal setting and educator plan development. Educators share their self-assessment and proposed goals with evaluators; evaluators work with educators to refine proposed goals as needed; and educators and evaluators develop Educator Plans that identify evidence, activities and supports that will drive improvement and progress toward goal attainment.

WHEN—Due by October 15.

Step 3: Plan Implementation

WHAT— The third step of the cycle is plan implementation: responsibility for this step is divided between educators and evaluators. For the duration of their cycle, educators will pursue the attainment of the goals identified in the Educator Plan and collect evidence of practice related to the four Standards. Evaluators will provide educators with feedback for improvement, ensure timely access to planned supports, and collect evidence of educator performance and progress toward goals through multiple sources, including unannounced observations and student or staff feedback.

WHEN—October through May. Evidence due January 15 and May 15.

Step 4: Formative Assessment/Evaluation

WHAT—Step 4 is formative assessment or evaluation, during which evaluators assess educator progress towards attaining goals set forth in Educator Plans, performance on performance standards, or both. A formative assessment/evaluation is most valuable when it is used to prompt reflection, promote dialogue between educators and evaluators, and discuss changes to practice, goals, or planned activities when adjustments are necessary.

WHEN— Due by February 15.

Step 5: Summative Evaluation

WHAT— At the summative evaluation, evaluators analyze evidence that demonstrates the educator's performance against performance Standards, as well as evidence of goal attainment, to arrive at a rating on each Standard and an overall performance rating based on the evaluator's professional judgment.

WHEN— Due by June 15.