One District’s Professional Development Plan for Learning the Evaluation Framework

Kennewick School District #17
Kennewick, WA
Kennewick School District
Southeast WA
16,000+ students

• 14 Elementary schools
  – Enrollment is 475 - 650 students
  – Title schools and those over 600 have a Dean of Students (teacher) to support management and coaching but no evaluation
  – Other schools have one principal only
  – Approximately 25-35 certificated teachers
  – 15-20 classified para-educators, custodians, secretaries
Middle and High Schools

• 4 Middle Schools
  – Enrollment is 836 - 985
  – One head and two assistant principals
  – Approximately 50 certificated teachers
  – 25 classified para educators/custodians/secretaries

• 3 High Schools
  – Enrollment is 1500 - 1720
  – One head and three assistant principals
  – Approximately 90 certificated teachers
  – 50 classified para educators/custodians/secretaries
Background on our Evaluation System

• We were a pilot district in 2010-11 and created our own evaluation system around KSD’s instructional framework (PERR)

• In 2012 we adopted Charlotte Danielson’s Framework for Teaching for TPEP as it was close to what we had developed

• We average anywhere from 6 – 18 Comprehensive certified evaluations per principal
The 3 Challenges of Learning This New System

1. How will we communicate the transition from (PERR) to Danielson’s Framework?

2. How will we educate teachers and principals on the new Framework?

3. How will we sustain education and professional development for new and existing employees?
1. Communicate the Transition

- Worked closely with KEA (teachers’ association) to develop the pilot evaluation

- KEA president, cabinet members and TPEP leadership team collaborated in developing the pilot and attended the new professional development trainings

- Key teacher leaders who were on the pilot evaluation in 2011 saw the connections with Danielson’s framework and became positive spokespeople for the change
2. Create a Professional Development Plan

**Principal Trainer**
- Ongoing principal training by admin
- "Teachscape" Monthly small group meetings
- One day training for principals on Framework
  - District PD day
- Train building teacher leaders and some principals
- Teacher leaders train school staff

**Instructional Coach Trainer**
- One half day training of teachers
  - District PD day (informational)
- Train new teachers
- Support new teachers in the classroom
Professional Development Plan for Principals

- Research for Better Teaching
- Danielson training through KSD principal trainer and district level administrators
- *Teachscape* small group monthly training
Professional Development Plan for Teachers

- Trimester training for teacher leaders
- Teacher leaders teach their staff and lead small group Teachscape sessions
- Instructional coach mentors new teachers in separate training and follow up support in the classrooms
3. Sustaining Education and PD

• First, initial training of all employees associated with the Framework (principals and teachers)

• Created “Modules” of mini professional development activities designed to be used at the building level by principals and teacher leaders

• Ongoing training and mentoring for new teachers each year and teachers in need as well as principals
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Directions for Training Modules
Year 1 for Teachers

October
Overview of Framework and 4 Domains
   – full day one teacher leader per school

January
Hands on application activities full Framework review and the TPEP process/requirements

March
Domains 1, 2, 3, and 4 pre/post conferences and video observations and rubric scoring
Year 2 for Teachers

October
Understanding Components and Criteria
More video observation and evidence for Domains

January
4 Domain Rubric Review: understanding deeply

March
Go slow to go fast: review and planning for next year
Year 3 (this year)

September
Setting SMART goals, self-reflection assessment, understanding multiple measures of growth

October
“Teachscape” Training, introduction and video observation

February
Creating Coherence between the Framework components and Common Core State Standards
Principal Training

Year 1
Learning the evaluation process

Year 2
Collecting evidence

Year 3
Inter-rater reliability
Lessons Learned

• PD topics determined by knowing where teachers were in their learning progression

• Teachers felt they needed to understand the law and new evaluation requirements as much as the new Framework. Keep the Framework training separate from the evaluation process training

• Focus on quality instruction and professional growth
• Go slow to go fast
• Importance of training- don’t assume anything
• Nobody’s going to get it the first time….or second time…. 
Year 4 and beyond

- Teachscape (principals and teachers)
- Formative assessment
  - Next year’s PD which components etc.
- Staff survey sets direction
- Ongoing commitment to professional development at the district and building levels
Thank you