

# 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

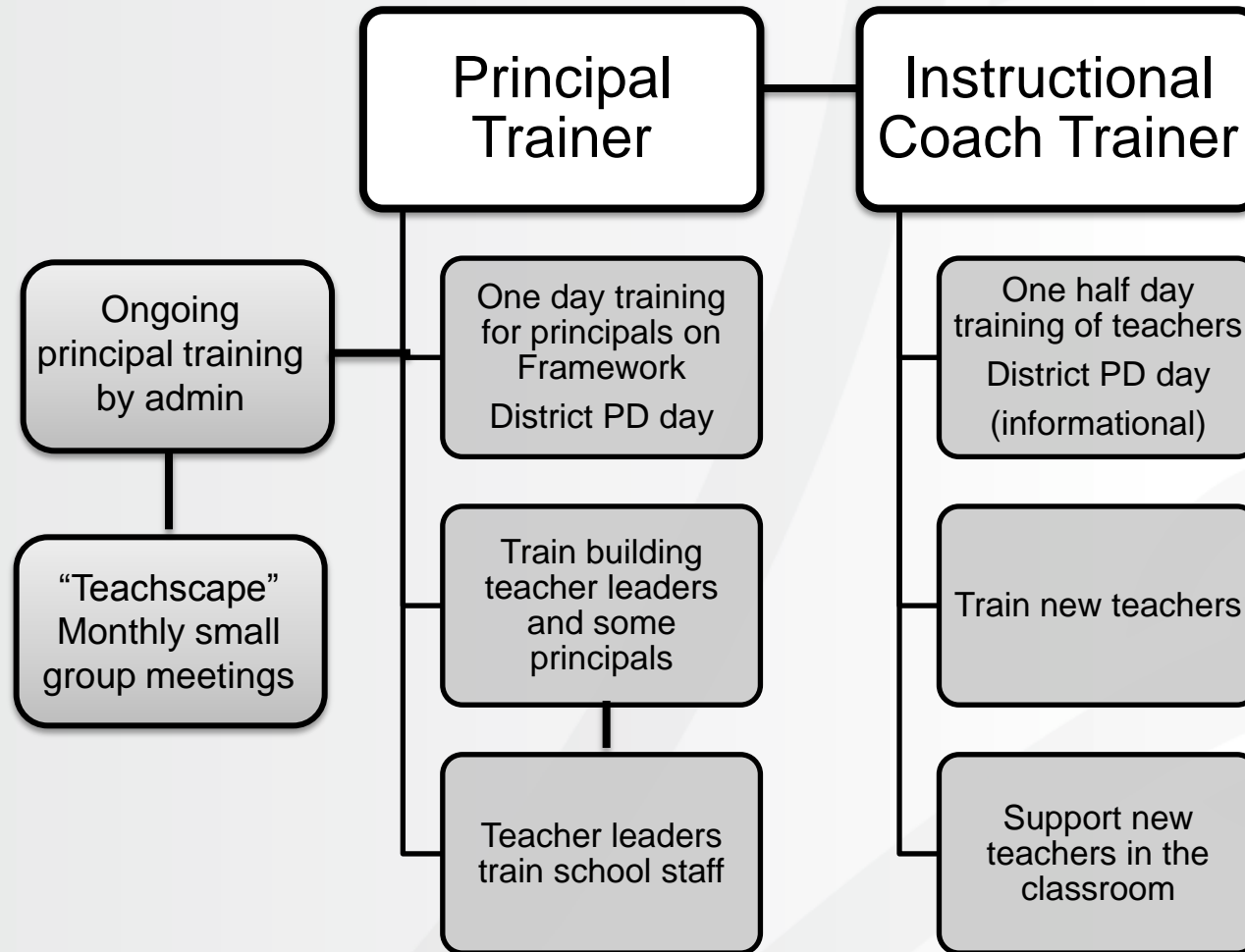
# The 3 Challenges of Learning This New System

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?

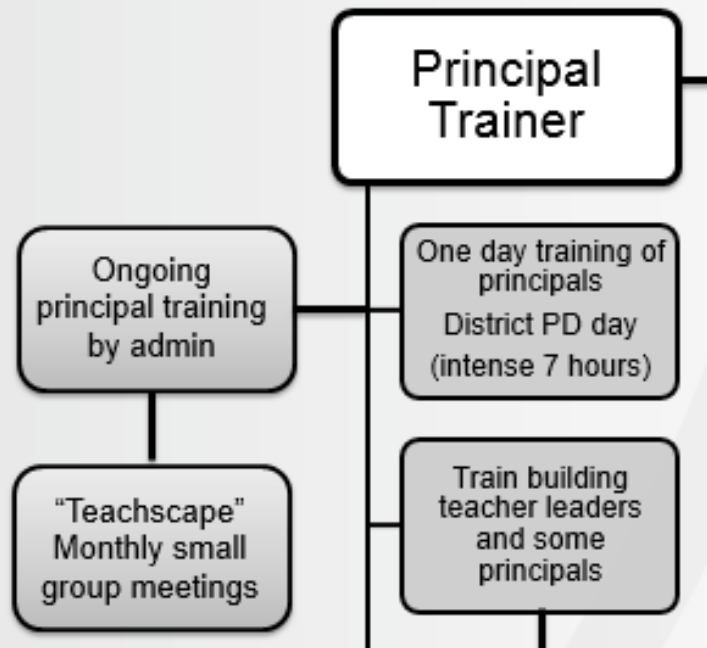
# 1. Communicate the Transition

- 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



# Professional Development Plan for Principals

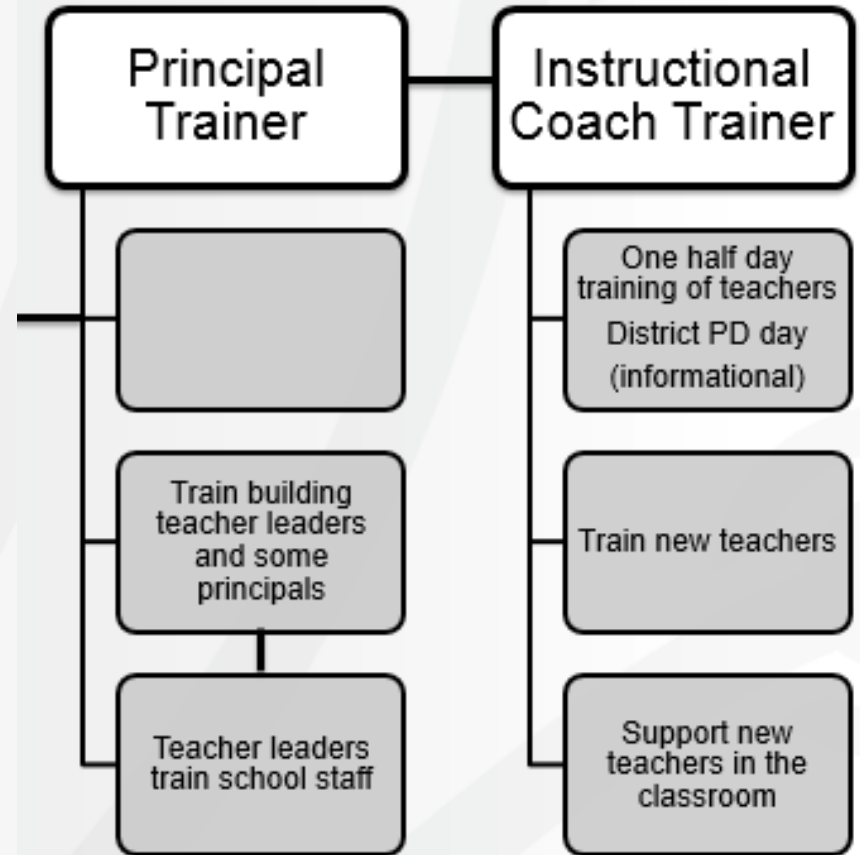


- Research for Better Teaching
- Danielson training through KSD principal trainer and district level administrators
- *Teachscape* small group monthly training



# 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

# Modules

KSD Staff and Students > Staff Resources > Teacher Principal Evaluation Project > I  
Evaluation Training

New ▾   Upload ▾   Actions ▾	
Type	Name
	GUIDEBOOK
	Instructional Academy Training Agendas
	Module 1. Connecting WA Criteria, Danielson and Student Growth
	Module 2. The Danielson Instructional Framework
	Module 3. Common Themes
	Module 4 Domain 2 Classroom Environment
	Module 5. Domain 1 Planning and Preparation
	Module 6. Domain 3 Instruction
	Module 7. Domain 4 Professional Responsibilities
	Module 8. Summary of Modules 1-7 Card Activities
	Module 9. Collection of Evidence and Classroom Observations
	Module10. Pre and Post Observation Conferences
	Module11. Self-Relection and Student Growth Goals
	Module12. Professional Growth. Summative and Focused Process
	Module13. Moving from Component to Criteria
	Module14. Domain Rubric Review for Basic and Proficient
	Module15. Unpacking a component
	Module16. Creating Coherence CCSS TPEP Danielson Framework
	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

