

PROMISING PRACTICES AND IMPLEMENTATION TOOLS

The following are the Levers for Educator Excellence that most closely apply to the practice detailed below.

Professional Development Supervision and Evaluation

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- **Title of Promising Practice:** *Implementing Critical Elements of the New Educator Evaluation System including Using Staff Vignettes*
- **District where implemented:** Greater Lawrence Technical High School, 57 River Road, Andover, MA 01810
- **How would you describe this practice?** Recognizing that the new evaluation system is complex, the district decided to focus on five elements (three district-wide and two self-selected) to be implemented in the first year, thus creating a manageable implementation process. The focus elements were selected to reflect the existing priorities of the School Improvement Plan, one that was developed from a variety of data sources, including staff survey results from the Conditions for School Improvement.

An Evaluation Oversight Committee (EOC) was formed in school year 2011-12. Comprised of representation from all areas of the district--including union, teaching staff, support staff and administration--it continued operating in 2012-13 as the vehicle for all parties to present issues, recommendations, best practices, professional development needs and any concerns about the implementation of the new system. The committee had authority to make decisions regarding

changes/ modifications to the implementation process.

To introduce the major concepts of the new educator evaluator system to staff, the district chose to develop short video vignettes starring its own staff members to be used in concert with live presentations and follow-up workshops. The vignettes include information that supports the five elements and S.M.A.R.T. goals of the new system. In addition to the vignettes, the district has tailored the online evaluation system based on recommendations made by the EOC. All evaluation information, including forms and vignettes, has been uploaded onto staff iPads utilizing iTunes University for easy reference.

Since September of 2012, weekly administrative meetings have been solely focused on ensuring common understanding and practice of high quality teaching and learning. This effort has been assisted by an outside coach and by ongoing administrator collaboration. As a result of that work, a new observation form, one reflecting best instructional practice indicators under three of the given focus elements, was developed. This new form has helped to make the observation process transparent.

Lastly, the administrators and coach implemented a workshop to look at the first focus element and its indicators. All faculty members conducted peer observations of classes in order to record data based on the first focus element. Follow-up workshops will focus on the analysis of collected data in order that educators may better understand what instructional practice indicators look like when in action.

As detailed below, the promising practice of the district exemplifies many of the criteria necessary to an evaluation system and its related professional development to be levers for positive change:

For Supervision and Evaluation:

- Educators are evaluated in alignment with the Common Core of Professional Knowledge and Skills.
- The district promotes a culture of continuous improvement through a

combination of formal evaluations, and ongoing, informal instructional feedback.

For Professional Development:

- Professional development takes place in a wide variety of formats.
- Teachers and administrators collaboratively plan professional development.
- Professional development is structured to meet the varying experiences, needs, and content of teachers and administrators.

- **What are the goals of this practice?** The major goal of this practice was to create mechanisms to provide quality feedback to educators so that they could improve their practice and enhance student performance.

- **How does this practice reflect your district's mission and core values?** This practice focuses on rigor and high expectations, which are key components of the school district's mission and values.

- **What grade levels are applicable?** The district serves students in grades 9-12.

- **How did you implement this practice so that it has been more successful than others you have used?** Most importantly, the creation of the Evaluation Oversight Committee Leadership ensured that there was buy-in of the system by all levels of staff. In addition, leadership and staff volunteers met throughout the summer to develop the five focus areas most critical to the district as determined by their review of SIP and the Conditions for School Effectiveness Survey (data). Also, staff can now regularly access the vignettes and forms that highlight each element in one location, the iTunes library.

- **How has this practice changed your district?** The combination of TeachPoint, district-created vignettes and forms, and teacher and administrator involvement in both has created a truly collaborative learning environment for professionals. By implementing the elements in a manageable way, the district has been able to hone its

priorities and help teachers and administrators come to a deeper understanding of the new system. Although the district already had structures in place for collaboration, the rollout of the new evaluation system has allowed the collaboration time to be targeted more effectively toward improvement of student learning.

- **What are the resources (time, money, materials, etc.) required for successful implementation?** The district is utilizing time within the school day as well as after school to develop common language and understandings, as well as to make revisions to the forms and procedures of the new evaluation system as necessary. While some funding has been allocated in the budget for this effort, it has been the volunteer committee that has worked to assess the system and make improvements that better connect to student learning. Certainly, the district has supported this effort by investing in iPads for all staff, which has allowed communication to be more timely. Using TeachPoint, a warehouse for teacher support and administrative observations, has also allowed staff members to share information as it is updated and to suggest ways in which forms may be tailored to better serve the needs of the district.
- **Attached please find one or more of the tools used to implement or advance this practice.** Please see the video links to the vignettes and the attachments, which are samples of the forms created and trainings held.

[http://www.youtube.com/watch?
feature=player_detailpage&v=0KO4IrEGLXU&list=UUWL2NayITGICccd7XR6Oeg](http://www.youtube.com/watch?feature=player_detailpage&v=0KO4IrEGLXU&list=UUWL2NayITGICccd7XR6Oeg)

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