

Hillsboro-Deering School District Professional Growth and Evaluation Model

Overview Presented to the H-D School
Board June 20, 2022

History and Foundation

Routed in The Danielson Framework for Teaching for over 20 Years

- Four Domains
 - Planning and Preparation
 - The Classroom Environment
 - Instruction
 - Professional Responsibilities

First Iteration of Current Model Adopted in 2012

- Replaced traditional pre-planned observations with walkthroughs
- Annual Review and Revision Meeting

Track Definitions

Track 1: The Beginning Professional

- First 3 years in the district
- Participates in the New Educator Mentoring and Induction Program
- Two Formative, One Summative Walkthrough each year
- Optional mid-year Summative Walkthrough each year
- Student Learning Objective

Track 2: Continuing Contract Professionals

- Three Formative Walkthroughs in years one and two
- Two Formative, One Summative Walkthrough in year three
- Student Learning Objective
- Maybe be placed on a Support Plan

Track 3: Professional Assistance Program (Improvement Plan)

- Experiencing difficulty meeting basic level of Standards of Professional Practice
- A good faith effort to provide support and guide the employee to return to the level of competence set forth in the Standards of Professional Practice

The Danielson Domains

Domain 1: Planning and Preparation <ul style="list-style-type: none"> • 1a Demonstrating Knowledge of Content and Pedagogy • 1b Demonstrating Knowledge of Students • 1c Setting Instructional Outcomes • 1d Demonstrating Knowledge of Resources • 1e Designing Coherent Instruction • 1f Designing Student Assessments 	Domain 2: Classroom Environment <ul style="list-style-type: none"> • 2a Creating an Environment of Respect and Rapport • 2b Establishing a Culture for Learning • 2c Managing Classroom Procedures • 2d Managing Student Behavior • 2e Organizing Physical Space
Domain 4: Professional Responsibilities <ul style="list-style-type: none"> • 4a Reflecting on Teaching • 4b Maintaining Accurate Records • 4c Communicating with Families • 4d Participating in the Professional Community • 4e Growing and Developing Professionally • 4f Demonstrating Professionalism 	Domain 3: Instruction <ul style="list-style-type: none"> • 3a Communicating With Students • 3b Using Questioning and Discussion Techniques • 3c Engaging Students in Learning • 3d Using Assessment in Instruction • 3e Demonstrating Flexibility and Responsiveness

Summary of Evaluation Process of H-D Educators

Over the course of a three year period, all H-D educators are evaluated in the following manner:

- 9 unannounced evaluative walkthrough observations with embedded conversation and reflective opportunities
- Continual and ongoing informal evaluation of an educator's professional practice that could become the subject of evaluative conversations
- Educators subject to disciplinary action (verbal & written warnings, up to immediate dismissal) for local and state code of conduct violations
- Continual and ongoing three year process for participating in professional development to earn recertification through the DOE

The Truth About Teacher "Tenure"

- Educators who have been offered five consecutive contracts are considered to have earned "tenure"
- All educators, regardless of "tenure" status, are subject to all of the provisions of the evaluation program.
- The only difference between "tenured" and "non-tenured" educators is the option to non-renew "non-tenured" staff without cause prior to earning their fifth contract.
 - "Tenured" staff can still be non-renewed with cause at any point in their career, but must be given the opportunity to improve via a Support and/or Improvement Plan first.

Role of H-DFT

- The Teachers' Union has played an important role in developing and supporting the integrity of the evaluation program in all H-D schools
- H-DFT advocates for the integrity of the process in circumstances of its members facing actions due to not meeting performance standards