

SAMPLE LANGUAGE

SECTION 7. DETERMINING SUMMATIVE EVALUATION RATINGS

In the CEA Public Schools Professional Development and Evaluation system, teachers' summative evaluation ratings will be as follows:

- A 'Student Outcomes Rating' will be determined by a holistic examination of the evidence and ratings of student growth and development, and student engagement;
- A 'Teacher Practice Rating' will be determined by a holistic examination of the evidence and ratings of teacher performance and practice, and peer feedback.

To determine the teacher's summative ratings, the rubrics used and evidence collected will be examined and analyzed holistically for patterns and trends in performance over time. Questions such as the following are asked and answered (not an exhaustive list):

1. What types of behaviors align with the descriptors of performance on the rubrics used?
2. How consistently were these types of behaviors shown? Are there some types of behaviors that are exhibited more or less frequently than others? What changes in the teacher's behavior indicate a consistency in practice from previous observations, or a growth in practice, or a regression in practice?
3. Within a general type of behavior (e.g., a teacher initiating a lesson and connecting it to the previous lesson), are there differences in the ways the behavior is shown (e.g., teacher posts the objective on the board before class; teacher orally tells the students what they'll be doing in the lesson, and how it stems from what they did in the previous lesson; teacher holds a brief Q & A session with the students about the previous lesson and asks them to predict what the next step is)? If so, what does this tell me?
4. How is the evidence connected? Do pieces of evidence and behaviors shown support each other? Are there extreme 'outliers'? If so, how frequently do those occur as compared to other behaviors exhibited?
5. What changes in student performance indicate growth?
6. Is some evidence more significant than other evidence? What makes it so?

In cases where the teacher's final evaluation rating is in question, there are 3 primary questions that will be discussed by the teacher and evaluator before the evaluator will make a final evaluation rating:

1. Which behavioral descriptions on the rubrics are most pertinent to the teacher's assignment?
2. Are there other mitigating factors that should be considered, that haven't been considered so far?
3. With these two questions in mind, what level of performance in making progress toward meeting goals does the preponderance of evidence, taken collectively, point to?

The evaluator will use the Final Evaluation Report form to complete the year end report. It will be signed by both the evaluator and teacher, and entered into the teacher's evaluation file via the data management system.