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Educator Collaborative  
Assessment Program (ECAP)  
Orientation

2015/2016

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# Intended outcomes of this presentation

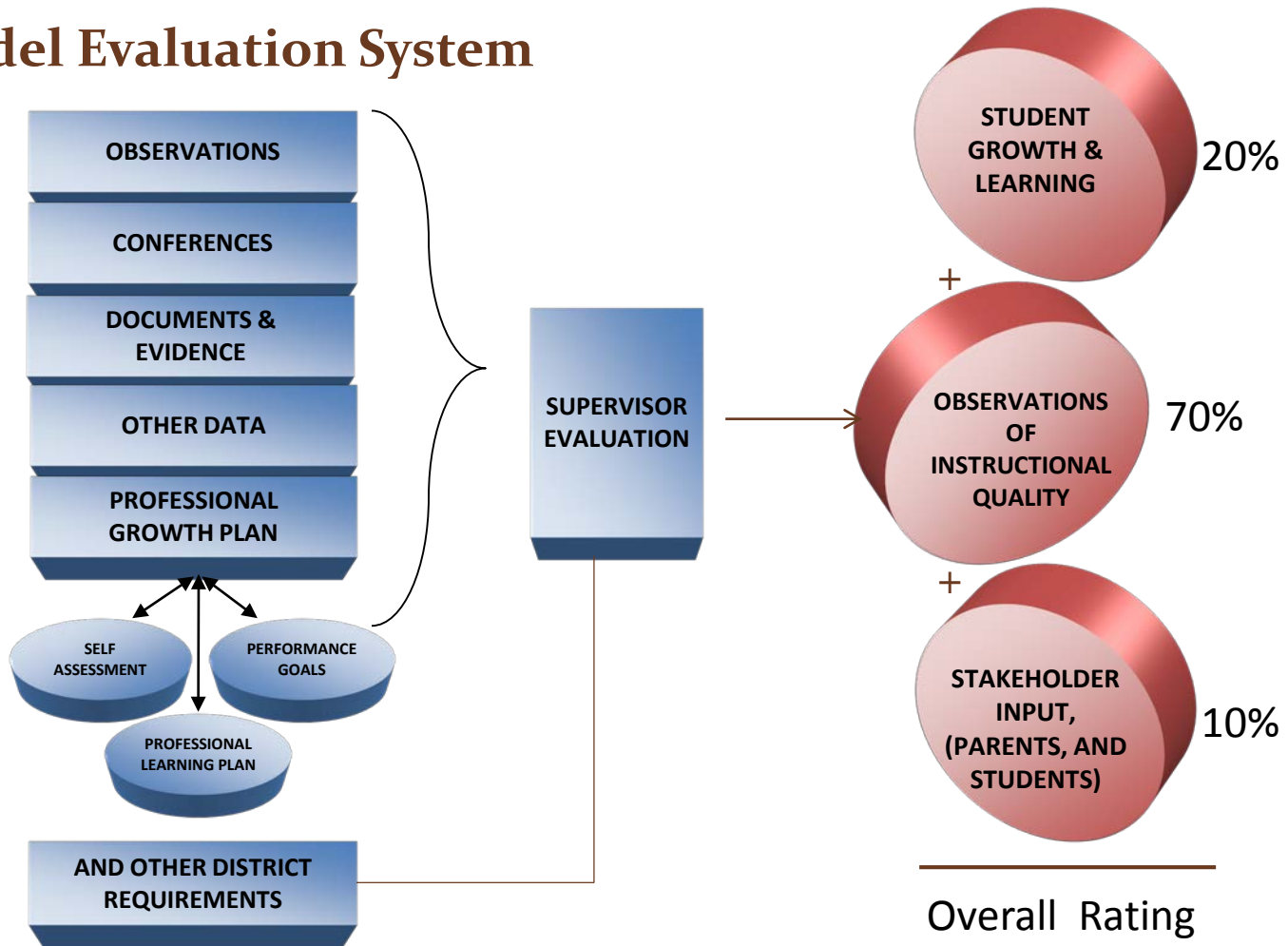
- Provide ECAP orientation for the 15/16 school year including the purpose and the method used for evaluation
- Review how to complete your Professional Growth Plan including the self-assessment and goal(s)
- Learn how Student Growth and Stakeholder Input will be used as additional components of the comprehensive evaluation process for the first time this year.

# Requirements in State Code and Rule

(UT 53A-8a-405) (Board rule R277-530/531)

- Yearly evaluation of all educators
- Yearly performance ratings based on multiple measures:
  - Observations of instructional quality;
  - Evidence of student growth;
  - Parent and student input.
- Contain both formative and summative components
- Use data to inform employment, professional learning and compensation decisions
- Evaluation tools must be valid and reliable

# USOE Model Evaluation System



# Why Multiple Measures of Performance?

	% Weight
Observations of Instructional Quality	70%
Student Growth	20%
Stakeholder Input	10%

- All three components are interdependent
- Multiple measures provide a more complete view of performance
- Emphasize the overarching goal of student achievement



# Annual Evaluation Includes:

Evaluation Element	Formative	Summative	Provisional
	Year 1 & 2	Year 3	First 3 years
Orientation	X	X	X
Mentor Provided			X
Professional Growth Plan	X	X	X
Fall Collaborative Conference	X	X	X
Mid-Year Conference	X	X	X
Monitoring / Informal Observations	X	X	X
Formal Observations		X	2 per Year
Student growth and SLOs	X	X	X
Parent and Student Survey	X	X	X
Spring Conference/Performance Rating	X	X	X

# Steps In the Process of the Annual Evaluation

- Know standards, performance expectations
- Orientation
- Professional growth plan
- Conduct fall conference (set goals for year)
- Classroom observations with feedback
- Mid-year conference (monitor progress)
- Spring conference (establish annual rating)

# Mentor Provided

- A mentor will be provided to all provisional educators
- The mentor shall be a career educator with at least 3 years of successful educational experience who performs substantially the same duties as the provisional educator
- Training will be provided to mentors through the STAR program



## Collaborative meetings:

- Offer the chance for **MEANINGFUL** conversation, feedback, and planning.
- Establish/Develop rapport.
- Provide an opportunity for teachers to **reflect** on their practice with their administrator.
- Promote and guide **professional development**
- Reinforce **continuous** improvement

# Details of the fall conference:

## **Prior to conference -**

- Complete self-assessment and set professional goal(s)
- Establish measures of student growth (select SLO where appropriate and set targets)
- Reflect on stakeholder input and create response

## **During conferences -**

- Review self-assessment and finalize goals
- Approve student growth and stakeholder input measures
- Review additional evidence when necessary

# Professional Growth Plan

- Professional Growth Plan (PGP) development begins with a review and self-assessment of the Utah Effective Teaching Standards
- Goal(s) are selected to address areas where improvement can be made
- Plans for goal accomplishment are established
- These goals allow the teacher to increase their skills so they can better facilitate improving student achievement
- The PGP is an on-line process

# To use the online evaluation app Go to the Human Resources Department of the District Website: slcschools.org

The screenshot shows a web browser window with the URL [www.slcschools.org/departments/human-resources/Educator-Collaborative-Assessment-Program.php#U-EmwHI7tcY](http://www.slcschools.org/departments/human-resources/Educator-Collaborative-Assessment-Program.php#U-EmwHI7tcY). The page header includes navigation links for language (English, Español, Tiếng Việt, Soomaali) and user options (Employees, 801-578-8599, Search). The main content area features the Salt Lake City School District logo and a breadcrumb trail: Home > Departments > Human Resources. The title of the page is "Educator Collaborative Assessment Program (ECAP)".

Our goal is to make the educator assessment program easy and meaningful for you. Your principal can provide more information about ECAP and the teacher evaluation process.

Share This Page

Current ECAP Forms

**ECAP Handbook**

- Utah Effective Teaching and Educational Leadership Standards
- ECAP Orientation Power Point
- ECAP Orientation Self Walk Through
- Link to orientation video

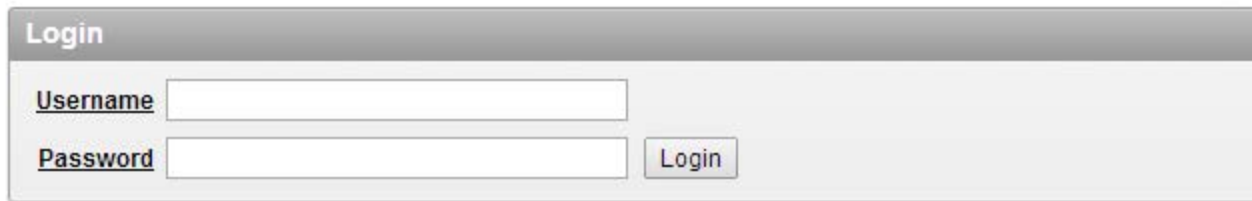
Professional Growth Plan (PGP) / Online Evaluation Application

- **Teacher Login for Self Assessment / Action Plan / Evaluation History (use Google Chrome for best results)**
- Administrator Login for Self Assessment / Conduct Teacher Evaluations
- Self Assessment Tutorial
- Leadership Evaluation Walk Through

Collaborative Meetings

- Fall Conference
- Midyear Conference
- School Leader Midyear Conference
- Spring Conference
- Annual Teacher Evaluation Report - Use the Administrator Login Above to Complete
  - Provisional Teachers

Log in using the same active directory  
username and password you use for email



The image shows a login form with a dark grey header containing the word "Login". Below the header, there are two input fields: the first is labeled "Username" and the second is labeled "Password". To the right of the "Password" field is a button labeled "Login".

Login	
<u>Username</u>	<input type="text"/>
<u>Password</u>	<input type="password"/>
	<input type="button" value="Login"/>

# The ECAP handbook along with all forms and more helpful information are located on this website

The screenshot shows a web browser window with the URL [www.slcschools.org/departments/human-resources/Educator-Collaborative-Assessment-Program.php#U-EmwHI7tcY](http://www.slcschools.org/departments/human-resources/Educator-Collaborative-Assessment-Program.php#U-EmwHI7tcY). The browser's address bar and tabs are visible at the top. The website's header includes a navigation menu with options like 'English', 'Español', 'Tiếng Việt', and 'Soomaali', along with 'Employees', a phone number '801-578-8599', and a search bar. The Salt Lake City School District logo is prominently displayed, featuring a stylized 'SLC' and the tagline 'Your Best Choice'. Below the logo, there are navigation links for 'FAMILIES & STUDENTS', 'COMMUNITY', 'SCHOOLS', 'DISTRICT', and 'BOARD OF EDUCATION'. The main content area has a dark background with the breadcrumb 'Home > Departments > Human Resources' and the title 'Educator Collaborative Assessment Program (ECAP)'. A paragraph states: 'Our goal is to make the educator assessment program easy and meaningful for you. Your principal can provide more information about ECAP and the teacher evaluation process.' To the right of this text is a 'Share This Page' section with social media icons for Facebook, Twitter, Google+, LinkedIn, Pinterest, and Tumblr, along with a print icon and a counter showing '0'. Below this is a section titled 'Current ECAP Forms' with a sub-section 'ECAP Handbook' containing a bulleted list of links: 'Utah Effective Teaching and Educational Leadership Standards', 'ECAP Orientation Power Point', 'ECAP Orientation Self Walk Through', and 'Link to orientation video'. Another sub-section 'Professional Growth Plan (PGP) / Online Evaluation Application' contains a bulleted list: 'Teacher Login for Self Assessment / Action Plan / Evaluation History (use Google Chrome for best results)', 'Administrator Login for Self Assessment / Conduct Teacher Evaluations', 'Self Assessment Tutorial', and 'Leadership Evaluation Walk Through'. A final sub-section 'Collaborative Meetings' contains a bulleted list: 'Fall Conference', 'Midyear Conference', 'School Leader Midyear Conference', 'Spring Conference', and 'Annual Teacher Evaluation Report - Use the Administrator Login Above to Complete', with a sub-item 'Provisional Teachers' under the last item.

www.slcschools.org/departments/human-resources/Educator-Collaborative-Assessment-Program.php#U-EmwHI7tcY

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## Educator Collaborative Assessment Program (ECAP)

Our goal is to make the educator assessment program easy and meaningful for you. Your principal can provide more information about ECAP and the teacher evaluation process.

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### Current ECAP Forms

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Professional Growth Plan (PGP) / Online Evaluation Application

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# Observations

FOCUS ON WHAT HAPPENS IN THE CLASSROOM IN  
ORDER TO IMPROVE STUDENT ACHIEVEMENT

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# Observations

- Several informal observations will be conducted throughout the year with all educators
- Provisional Teachers will be formally observed a minimum of two times
- Career Teachers in the summative year of their three-year evaluation cycle will be formally observed at least once. This will begin in 2016/17

# Classroom Observation

## Administrator Monitoring Form – Classroom Observation

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### TEACHER INFORMATION

Teacher Name

School

Date

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This observation tool is intended to validate observable actions/behaviors in a classroom setting. The tool focuses on the Utah Effective Teaching Standards 1-7 in the areas of; The Learner and Learning, and Instructional Practice. It should be used to collect evidence and provide feedback to all teachers using consistent language.

- 1. Student Engagement:** Are all students engaged in the work of the lesson from start to finish?
  
- 2. Essential Content:** Are all students working with content aligned to the appropriate standards for their subject and grade?
  
- 3. Academic Ownership:** Are all students responsible for doing the thinking in this classroom?
  
- 4. Demonstration of Learning:** Do all students demonstrate that they are learning?

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### Follow up:

What skill(s) did you see the teacher using most effectively? Was there evidence that action steps from the previous feedback session were implemented?

What specific skill or technique will you and the teacher need to practice and develop over the next cycle?

Is instruction tailored to address and meet the needs of all students; linguistically, culturally, developmentally, etc.? Are all students appropriately included?

Observations center on the four essential questions and focus on providing teachers with meaningful feedback

- **Student Engagement:** Are all students engaged in the work of the lesson from start to finish?
- **Essential Content:** Are all students working with content aligned to the appropriate standards for their subject and grade?
- **Academic Ownership:** Are all students responsible for doing the thinking in this classroom?
- **Demonstration of Learning:** Do all students demonstrate that they are learning?

Classroom Observations are a routine part of the improvement cycle where teachers and administrators work together to maximize student learning.

# Mid-Year Collaborative Conference

- Supervisor meets with all educators
- Scheduled mid-year to review student data and progress on the Professional Growth Plan and goals
- Review progress of student growth and adjust SLO targets where necessary
- Provisional educators are also evaluated as part of this conference to comply with the requirement to evaluate provisional educators two times during the year



## Mid-Year Collaborative Conference

Educator Name \_\_\_\_\_ Date \_\_\_\_\_

### Discussion:

1. Educator Reflection (PGP, goal progress, data, evidence, timeline, etc.)
2. Supervisor Feedback (monitoring and observation information)
3. Review Current Student Growth Data
4. Goal Revision (if necessary)
5. Create New Goals (as needed)
6. Plan for Spring Conference
7. Supervisor Support Needed (mentoring, coaching, PD, intervention, etc.)
8. Mid-Year Evaluation (for provisional educators)

Comments:

Educator Signature \_\_\_\_\_

Supervisor Signature \_\_\_\_\_

# Spring Collaborative Conference

- **Professional Growth Plan** and goal progress are reviewed
- When needed additional lines of evidence may be reviewed to provide evidence of effective practice.
- Record of Professional Development and Learning Activities reviewed
- Annual Evaluation Report and Decision Summary forms are discussed and signed

# Details of the spring conference:

## **Prior to conference -**

- Update status of professional goal attainment
- Accumulate student growth data and determine final target outcomes for each SLO
- Review stakeholder input and plan for response

## **During conference -**

- Review attainment of annual goals
- Establish ratings for student growth and stakeholder input measures, begin thinking of plan for following year
- Determine overall annual rating

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# Student Growth

STUDENT LEARNING OBJECTIVES (SLOS)  
AND  
SAGE GROWTH SCORES

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# Student Growth

- The student growth component of educator evaluations will be measured in two ways
  - 1) Student Learning Objectives (SLOs)
  - 2) SAGE growth scores

# Selecting SLO or SAGE

- All educators will have an annual student growth rating
- Anyone may choose to use an approved SLO
- If an educator has a SAGE growth score associated with a course they teach the growth score must be used. SLOs may also be used as additional measures
- Approved SLOs must be used to measure student growth for educators where SAGE is not available.



# Student Growth Requirement

**2015/2016**

- During the first year of implementation, each educator will have at least **one** student growth measure.

**2016/2017**

- At least **two** measures of growth will be required for all educators annually.

# SLO Process Overview

1. Select pre-approved SLO from district website
2. Establish targets for students (administrator must approve targets at fall collaborative)
3. Teach
4. Monitor student progress and adjust instruction as necessary
5. Teach
6. Document student ability to achieve targets and share with administrator at spring conference

# What if I can't find an SLO that meets my needs?

- Using the district template and guiding documents you can write your own to submit for approval.
- This work is best done when working with peers, and gets at the fundamental purpose of PLCs.
- Remember that SLOs are a way for educators to document good teaching practices, and reflect on what works for students.

Student Growth  
measures, whether one or  
many account for

•=====•

20% of overall  
evaluation

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# Stakeholder Input

FEEDBACK FROM PARENTS AND STUDENTS

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# Customer Service Approach

- As educators we provide an invaluable service to the community.
- Starting this year, we will systematically collect feedback from parents and students about their experiences in our schools.
- As part of the evaluation system you need to reflect on the feedback data and strive to provide the best service possible. Additional goals may be necessary to address concerns.



Not Effective	Minimally Effective	Effective	Highly Effective
<ul style="list-style-type: none"> <li>• Data results are below average and include consistent patterns of concern.</li> <li>• Educator presents inadequate or no evidence of response to concerns outlined in survey or other forms of feedback.</li> <li>• Relies on school events to communicate with parents. Doesn't seek student input outside of school-wide communication strategies.</li> </ul>	<ul style="list-style-type: none"> <li>• Data results include several areas of concern and limited positive evidence.</li> <li>• Educator responds to survey results and other data and sets goals with supervisor. Minimal evidence of execution of plan for improvement.</li> <li>• Communication with students and parents is minimal and usually one way.</li> </ul>	<ul style="list-style-type: none"> <li>• Survey and other feedback data show a pattern of mostly positive responses.</li> <li>• Educator effectively analyzes responses from feedback, develops and incorporates plan for improvement into goal-setting process. Presents evidence of progress toward goals.</li> <li>• Educator provides information and feedback to parents and students in a timely fashion. Provides multiple mechanisms for parents and students to provide feedback/respond to educator.</li> </ul>	<ul style="list-style-type: none"> <li>• Survey and other feedback data show consistent positive responses</li> <li>• Educator analyzes parent and student responses, develops and incorporates plan for improvement, monitors results. Regularly seeks additional feedback from parents and students to set instructional goals and gauge progress.</li> <li>• Educator uses multiple sources of data from parents and students to continually shape classroom policies and instructional approaches. Consistently maintains two-way communication with students and parents.</li> </ul>

# Stakeholder Input: communication, reflection and response



10% of overall evaluation

# Determining Final Performance Rating

- Teacher and administrator review three components
- Administrator determines rating for each category
- Final rating calculated based on weighting and reported on Annual Teacher Evaluation Report

## Observations of Instructional Quality 70%

- Professional growth plan
- Classroom observations with feedback related to standards

## Student Growth 20%

- SAGE growth scores where available
- Student Learning Objectives (SLOs)

## Stakeholder Input 10%

- Review stakeholder input data
- Establish plan to provide quality customer service

# Performance Rating

Educator receives one of **four** rating designations:

- Highly Effective
- Effective
- Minimally Effective or Emerging Effective  
(option for provisional educators)
- Not Effective

# Providing Support when needed

- Supervisor will provide assistance to educators needing additional support to increase effectiveness
- Step 1- **Collaborative Intervention** (informal), supervisor works with the educator to establish a plan of improvement
- Step 2 (if needed)- **Performance Assistance** (more formal), other support personnel, including the association, are called upon for added support. The teacher or principal may request to participate in the Peer Assistance and Review (PAR) program as an alternative to step two and three.
- Step 3 (if needed)- **Remediation** (formal), well-defined high stakes process to help correct unresolved deficiencies

## Understanding some of the worries...

- Stakeholder Input and Student Growth are new evaluation components. Precautions are being taken to help ensure this is a learning experience for us all. Continued focus on what matters most (student learning) will help ensure effective implementation.
- Merit pay legislation can not take effect until 2016/17 and will not impact Prime Time, or Performance bonuses
- Written agreement will not reflect changes in ECAP procedures until pilot is completed – The new Utah Effective Teaching Standards are included



Implementing all three components in 2015/16 will give all educators a full year with the complete system before the summative cycle begins.

# Three Year Summative Cycle (including formal evaluations) for Career Teachers Begins in 2016/17

- Cycle for career teachers will be determined by years of service in SLCSD, teachers in year 6,9,12,15,18...etc. with the district will be on summative year.
- Provisional teachers are considered to be on summative cycle during the provisional period.

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Please review the ECAP  
handbook and additional  
documents located on the  
district webpage

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