

Training Module IV

Evaluation: A Summative Process

Resource Packet

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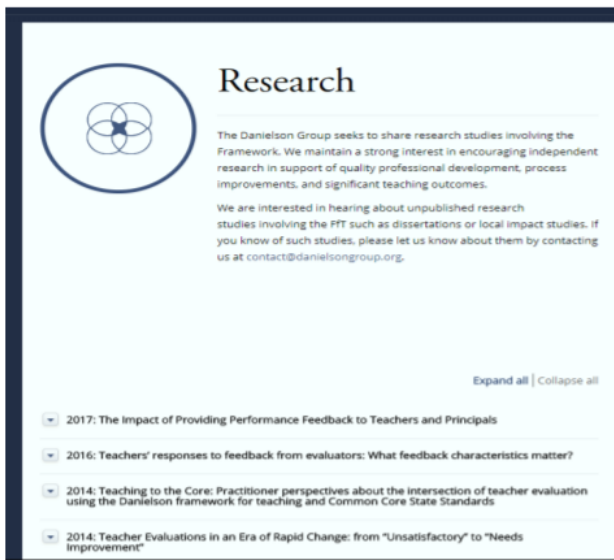
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WELS MGEP Flowchart (p. 14)

What does Danielson's research say?

What does Danielson's research say?



The screenshot shows a webpage titled "Research" with a circular logo on the left. The text describes the Danielson Group's interest in sharing research studies involving the Framework. It mentions a strong interest in encouraging independent research in support of quality professional development, process improvements, and significant teaching outcomes. It also states that they are interested in hearing about unpublished research studies involving the FFT such as dissertations or local impact studies, and provides contact information at contact@danielsongroup.org. Below the text, there are four expandable items:

- 2017: The Impact of Providing Performance Feedback to Teachers and Principals
- 2016: Teachers' responses to feedback from evaluators: What feedback characteristics matter?
- 2014: Teaching to the Core: Practitioner perspectives about the intersection of teacher evaluation using the Danielson framework for teaching and Common Core State Standards
- 2014: Teacher Evaluations in an Era of Rapid Change: from "Unsatisfactory" to "Needs Improvement"

“A commitment to professional learning is important, not because teaching is of poor quality and must be “fixed,” but rather because teaching is so *hard* that we can always improve it.” (Danielson, 2011)



<https://www.danielsongroup.org/research/>

Conference Tips for Evaluators

1. Organization and Communication
 - a. Schedule a time and place (private) that work for both.
 - b. Allow enough time for listening as well as speaking.
 - c. Create a setting that allows for side-by-side seating as opposed to being across a table or desk.

2. Preparation for the Meeting
 - a. Gather the evidence (data) collected and all forms.
 - b. Create an agenda (Begin with a greeting and prayer).
 - c. Study the data collected in conjunction with the evaluation form in order to prepare for the discussion in your conference and the overall evaluation process. Evaluators, determine the stance you will take during the meeting (Instructive, collaborative, or facilitative). Determine who will be the first to share evidence (data) after the greeting and prayer.
 - d. Use the evidence to drive the meeting and to make decisions about the categories and rankings.
 - e. Fill out the form based on the conversations above.



3. Meeting Dialogue
 - a. Plan to be an active listener.
 - b. Allow the teacher to respond to your comments.
 - c. Avoid being defensive if there is an angry or emotional response (Listen, Pause, and Breathe). Think about what the triggers are/might be. Respond back with questions and an open mind. Restate your position with kindness. Change positions, if appropriate.

4. Meeting Closure
 - a. Summarize the meeting, including the ratings.
 - b. Ask for further comments and/or questions.

- c. Sign all forms. If there is a disagreement in how the teacher's ministry has been portrayed, refer to FAQ #3. Use the comment box to note any differences in ratings or future steps.
- d. Close with prayer.

HANDOUT FOR DISCUSSION OF SCENARIOS 1-3

Scenario 1: Ministry Traits

Before beginning, the evaluator and teacher should look at the rubric and sample evidence and be prepared to “role” play the scenario to support a rating that is based on the sample evidence provided.

1. The meeting should begin with evaluator and teacher studying and discussing the rubric in connection with the collected evidence (see samples provided).
2. Avoid starting with a comparison of ratings which may cause tension.
3. The ratings will be determined based on the evidence. Remember, the final rating must be determined by the evaluator.
4. In this scenario, the evaluator will see this teacher’s ministry traits rating as being “proficient” based on the rubric and evidence.
5. However, the teacher will see their ministry traits rating as “basic” based on the rubric and evidence.
6. The relationship between the evaluator and the teacher is friendly and collegial.
7. The coaching stance for this scenario is facilitative (See Conference Tips).
During the conference, the evaluator may change positions on the ratings given based on the evidence presented and discussed.

- Evaluator (#1)
- Teacher (#2)
- Observer (#3)

See the sample evidence for each rating on the next page. REMEMBER: The examples provided are not meant to be exhaustive. You will have collected examples of evidence for each rating category discussed. The examples provided are merely for training purposes.

The observer will lead the discussion using the following prompt: *The conference was effective/could be more effective because/if ____*. Focus on the strengths of the conference and areas for growth. The observer will report the findings to the whole group.

As you discuss how each scenario played out, reflect on how these conversations will be different based on the kind of relationship the teacher and the evaluator may have with one another. What if it’s cold and businesslike? What if it’s

uncomfortable and disagreeable?

Proficient (Evaluator)

Examples:

- **Volunteers for special projects and attends events without prompting** (*e.g. - social studies curriculum committee member; program committee member for the district teacher conference; church and school clean-up days; distributed flyers for special services and helped with Easter for Kids*).
- **Is actively participating in God's Word** (*e.g. - regularly seen in worship and Bible class; MDP included a plan for increasing personal devotion time*).
- **Willingly interacts with students, parents, faculty, church members, and visitors** (*e.g. - is a greeter before worship services; interacts with members and non-members after worship services, at church and school events, and when opportunities present themselves in the halls, parking lot, etc.; approachable to students in and out of school and church at formal and informal events*).

Basic (Teacher)

Examples:

- **Needs to be told of opportunities for service, to work on special projects, and to attend events** (*e.g. - I need to be assigned to work on school play days and to be present/visible at sporting, music, and drama events*).
- **Participates in the use of God's Word when encouraged** (*e.g. - I was not as regular to Bible Class this semester as I was the first semester; I need to be more consistent in following the plan I have for my personal devotion time in my MDP*).
- **Needs encouragement to greet and interact with students, parents, faculty, church members, and visitors** (*e.g. - I sometimes avoid contact with others at school events, and I hesitate to approach people I don't know well. Sometimes I keep to myself or to a small circle of contacts. I could improve my efforts to make contact with students outside the classroom*).

Scenario 2: Instructional Practice

Before beginning, the evaluator and teacher should look at the rubric and sample evidence and be prepared to “role” play the scenario to support a rating that is based on the sample evidence provided.

1. The meeting should begin with evaluator and teacher studying and discussing the rubric in connection with the collected evidence (see samples provided).
 2. Avoid starting with a comparison of ratings which may cause tension.
 3. The ratings will be determined based on the evidence. Remember, the final rating must be determined by the evaluator.
 4. In this scenario, the evaluator will see this teacher’s ministry traits rating as being “minimal” based on the rubric and evidence.
 5. However, the teacher will see their ministry traits rating as “basic” based on the rubric and evidence.
 6. The relationship between the evaluator and the teacher is cold and businesslike.
 7. The coaching stance for this scenario is instructive (See Conference Tips).
- Evaluator (#2)
 - Teacher (#3)
 - Observer (#1)

See the next page for sample evidence for each rating. REMEMBER: The examples provided are not meant to be exhaustive. You will have collected examples of evidence for each rating category discussed. The examples provided are merely for training purposes.

The observer will lead the discussion using the following prompt: *The conference was effective/could be more effective because/if ____*. Focus on the strengths of the conference and areas for growth. The observer will report the findings to the whole group.

As you discuss how each scenario played out, reflect on how these conversations will be different based on the kind of relationship the teacher and the evaluator may have with one another. What if it’s friendly and collegial? What if it’s uncomfortable and disagreeable?

Minimal (Evaluator)

Examples:

- **Plans lessons that show limited understanding of how to integrate content, objectives, methods, and the diverse nature of the students. Demonstration of student learning is minimal** (e.g. - Lesson plans turned in were written in a “one size fits all” format. Lessons were limited to textbook contents. Although outside resources were listed in the plans, the purpose of the resources was not evident or integrated when the plans were taught. Six lessons were observed.).
- **Teaches lessons that rarely engage and/or support students during class experiences** (e.g. - In most subjects, direct instruction is primarily used. Students were asked daily, “Who remembers what we did yesterday?” In three of the walkthroughs in science, the students were filling in answers to knowledge questions as the material was presented. Student understanding and application of the content was limited by the type of questions asked. Student off task behavior during 4 social studies lessons ranged from 15-20 incidents as recorded in one minute intervals for 15 minutes. Transitions between lessons took 4-6 minutes.)
- **Uses assessments provided by textbooks or curriculum resources with limited reflection or revision** (e.g. - Formative assessments were from the textbook. No evidence of the use of formative assessments to help students with understanding the targets or using the results to improve learning. Evidence of student learning was determined by summative textbook assessments in math, reading, science, and social studies. Student data from the assessments showed the typical rating for knowledge questions was “at standard,” and the typical rating for analysis and application questions was “below standard.” No evidence that summative assessments were used to inform future revisions of lessons.)

Basic (Teacher)

Examples:

- **Plans lessons that show limited integration of content, objectives, methods, and the diverse nature of the students. Demonstration of student learning is emerging** (e.g. - I have begun using graphic organizers and virtual field trips as suggested from presenters at our recent social studies curriculum conference. I am planning to use a variety of strategies such as K-W-L charts to assess background knowledge and student interests.).
- **Teaches lessons that inconsistently engage and support students during class experiences** (e.g. - During the walkthroughs, it was noted that my on-task time observations in most classes showed a decline in student engagement; I’m trying to adjust my instruction to meet these shortcomings by using strategies from the book, Total Participation Techniques. I tried using a processing card with “still thinking” on one side and “ready to share” on the other. The processing cards gave students time to think of a response to a question which increased student participation in the discussion).
- **Uses some variety of formal and informal assessments to inform and revise lessons** (e.g. - Based on feedback, I realize my assessments were mainly textbook driven; I began to use exit cards. Student data from exit cards showed an increase in understanding in math and social studies. I used the simile, “energy is like _____ in that/because _____.” The simile helped me assess every student’s level of understanding.).

Scenario 3: Content Knowledge

Before beginning, the evaluator and teacher should look at the rubric and sample evidence and be prepared to “role” play the scenario to support a rating that is based on the sample evidence provided.

1. The meeting should begin with evaluator and teacher studying and discussing the rubric in connection with the collected evidence (see samples provided).
 2. Avoid starting with a comparison of ratings which may cause tension.
 3. The ratings will be determined based on the evidence. Remember, the final rating must be determined by the evaluator.
 4. In this scenario, the evaluator will see this teacher’s ministry traits rating as being “proficient” based on the rubric and evidence.
 5. However, the teacher will see their ministry traits rating as “distinguished” based on the rubric and evidence.
 6. The relationship between the evaluator and the teacher is uncomfortable and disagreeable.
 7. The coaching stance for this scenario is collaborative (See Conference Tips). **During the conference, the evaluator may change positions on the ratings given based on the evidence presented and discussed.**
- Evaluator (#3)
 - Teacher (#1)
 - Observer (#2)

See the sample evidence for each rating below. REMEMBER: The examples provided are not meant to be exhaustive. You will have collected examples of evidence for each rating category discussed. The examples provided are merely for training purposes.

The observer will lead the discussion using the following prompt: *The conference was effective/could be more effective because/if ____*. Focus on the strengths of the conference and areas for growth. The observer will report the findings to the whole group.

As you discuss how each scenario played out, reflect on how these conversations will be different based on the kind of relationship the teacher and the evaluator may have with one another. What if it’s cold and businesslike? What if it’s friendly and collegial?

Proficient (Evaluator)

Examples:

- **Designs content in a way that provides students opportunities to use resources and tools to support learning beyond the textbook** (e.g. - *You have multiple learning opportunities; the learning center included books, videos, manipulatives, and Internet sources but some of the directions for when, how, and why they would impact their learning was sketchy. I have noted an increase in the use of resources in math, social studies, science, and literature as evidenced*

by the data collected over the last two years).

- **Delivers lessons that reflect a strong understanding of the concepts and applications of subject content** (e.g. *During art, you could use guided inquiry rather than direct instruction to lead students to their own conclusions about the artist's color choice; during other observations in literature, your lessons helped develop a proficiency in determining setting, plot, and theme, but applications that required students to transfer concepts beyond that lesson were limited*).
- **Actively participates in professional development (formal/informal or credit/non-credit content learning) to enhance pedagogical and content specific knowledge** (e.g. - *Your MDP shows evidence that you implemented quick writes, fist to five, and exit questions and student learning showed a moderate increase in student learning. You attended a one-day workshop on U.S. geology but took it for clock hours rather than for credit.*).
- **Organizes content knowledge to include cross-curricular connections, worldviews, and evidence of how this content supports or denies God's Word** (e.g. -*Student data showed the positive effect of using debates to discuss issues. The debate about the pros and cons of uniforms allowed students to express their opinions in a positive forum; This type of integration was documented only in social studies.*).

Distinguished (Teacher)

Examples:

- **Designs content in a way that requires students to locate and to use a variety of resources and tools to support learning beyond the textbook** (e.g. - *As part of my MDP, I had children use library books, Internet resources, and classroom books and materials in addition to the textbook for their inventions; they referenced all materials they used in their final project; throughout the project, I conferenced with each student/team about the materials and where they were on the project rubric. Student surveys at the end of the unit showed positive attitudes toward the project and the rubrics from the projects indicated increases in learning from pre to post assessments*).
- **Delivers lessons that reflect a broad understanding of the concepts and applications of subject content** (e.g. - *My lessons were structured to help students learn a wide variety of content with a multi-disciplinary design in mind especially art and literature. Student data indicated higher levels of analysis and synthesis during the checks and on the the summative assessments in art, literature, and social studies.*).
- **Initiates, seeks out, and actively participates in professional development (formal/informal or credit/non-credit content learning) to enhance pedagogical and content specific knowledge** (e.g. - *I attended 3 conferences this past year and was given clock hours for attending. I shared what I had learned during a curriculum inservice on assessment, involving students in the assessment process, using inquiry in science, and began to implement organizational ideas to use class time productively.*).
- **Organizes content knowledge to include multiple cross-curricular connections, worldviews, and evidence of how this content supports or denies God's Word** (e.g. - *I am growing in cross-curricular practices and taking classes to increase my understanding, skills, and practice.*).



Summative Evaluation Form - Leader Guide & Frequently Asked Questions

Teacher Evaluation Forms exist to provide feedback. They create an opportunity for a principal and teacher to openly discuss teaching and learning in the classroom. They are a reminder to praise God for identified areas of strength and seek God's help for areas that suggest improvement. They help teachers see where they are and where, under God's guiding hand and with the assistance of the people he provides, they can carry out professional growth goals to develop gifts to improve student learning and ministry within the school.

Teacher Evaluation Forms provide feedback to the Commission on Lutheran Schools (CLS). The information obtained is used as part of the call process and makes it possible for the CLS to supply district presidents with lists of candidates that meet the calling bodies' desired needs. No system of evaluation or evaluative instrument is totally objective. This Teacher Evaluation Form, however, represents a Spirit-motivated effort to meet the needs of our synod, respond to the needs of our called workers, and provide a measurable means of evaluation.

May the Lord bless the use of this form and the called servants who complete it.

Q 1: What materials are required or helpful for the summative evaluation meeting?

A: Bible study, summative evaluation form, observation notes, ministry development plans, and any materials to help inform your discussion. The summative evaluation form is found in the Training Module 4 - Evaluation: A Summative Process.

Q 2: What steps are involved in preparing for and the conducting of the summative evaluation meeting?

A:

1. Active participation in the Bible study by everyone on the ministry team will help promote the best possible collegial and gospel-motivated mindset. An attitude that fosters teamwork will increase the success of the process. Called workers should feel that the evaluation process is being done **with** them rather than **to** them.

2. Gather observation data collected by teachers, administrators, or others involved in the ministry development process (mentors, peers, etc.). This involves utilizing the tools found in Training Module 2 - Coaching: A Formative Process;
3. Plan for a meeting time convenient for all parties and that allows enough time to have a thorough and meaningful discussion.
4. Study the data collected in conjunction with the evaluation form in order to prepare for the discussion in your conference and the overall evaluation process. Evaluators, determine the stance you will take during the meeting (Instructive, collaborative, or facilitative).
5. Determine who will be the first to share evidence (data) after the greeting and prayer. Use the evidence to drive the meeting and to make decisions about the categories and rankings. Conduct the meeting in an evangelical and loving manner (see conference tips sheet, p.3).
6. Complete the evaluation form including signatures in each category.
7. Identify whether or not further meetings and discussions need to take place.

Q 3: What if teachers disagree with the results of the meeting and feel their ministry has not been portrayed accurately?

A:

1. The atmosphere of the conference should be collegial and ministry focused (gospel-minded). Disagreements can and will occur in ministry.
2. Remember, perceptions of the data collected can be biased or misinterpreted when viewed out of context. Perceptions can be biased or misinterpreted depending on each person's perspective and the context in which the data is collected.
3. A successful conference relies on evidence collected. The evidence (data) must remain the focal point of the conversation during the conference.
4. If an agreement on ratings cannot be reached or a communication impasse occurs, utilize resources available to you. Schedule a meeting with someone both of you trust as an unbiased third party: a peer, a pastor, a board member, or the CLS District Coordinator. Designate such a person who might help resolve differences of opinion in a God-pleasing and collegial manner. If differences cannot be resolved, contact a CLS administrator, and note disagreement on the evaluation rubric for any ratings that remain in question. Remind the teacher that the CLS office will use the evaluator's ratings for their records unless a change is communicated after completion of the process described above.
5. If there is a question about the amount or type of data, plan together how additional data and evidence could be collected.
6. Conduct a new meeting.

Q 4: How much time may be needed to complete the summative evaluation meeting?

A: This is a process, so it is difficult to put a time limit to it. The process is ongoing and will occur year round. So, plan flexibly. The actual meeting itself should normally take at least an

hour, but this will vary based on the level of preparation by both teacher and evaluator as well as the kind of conversation that ensues.

Q 5: What are the next steps upon completion of the summative evaluation?

A:

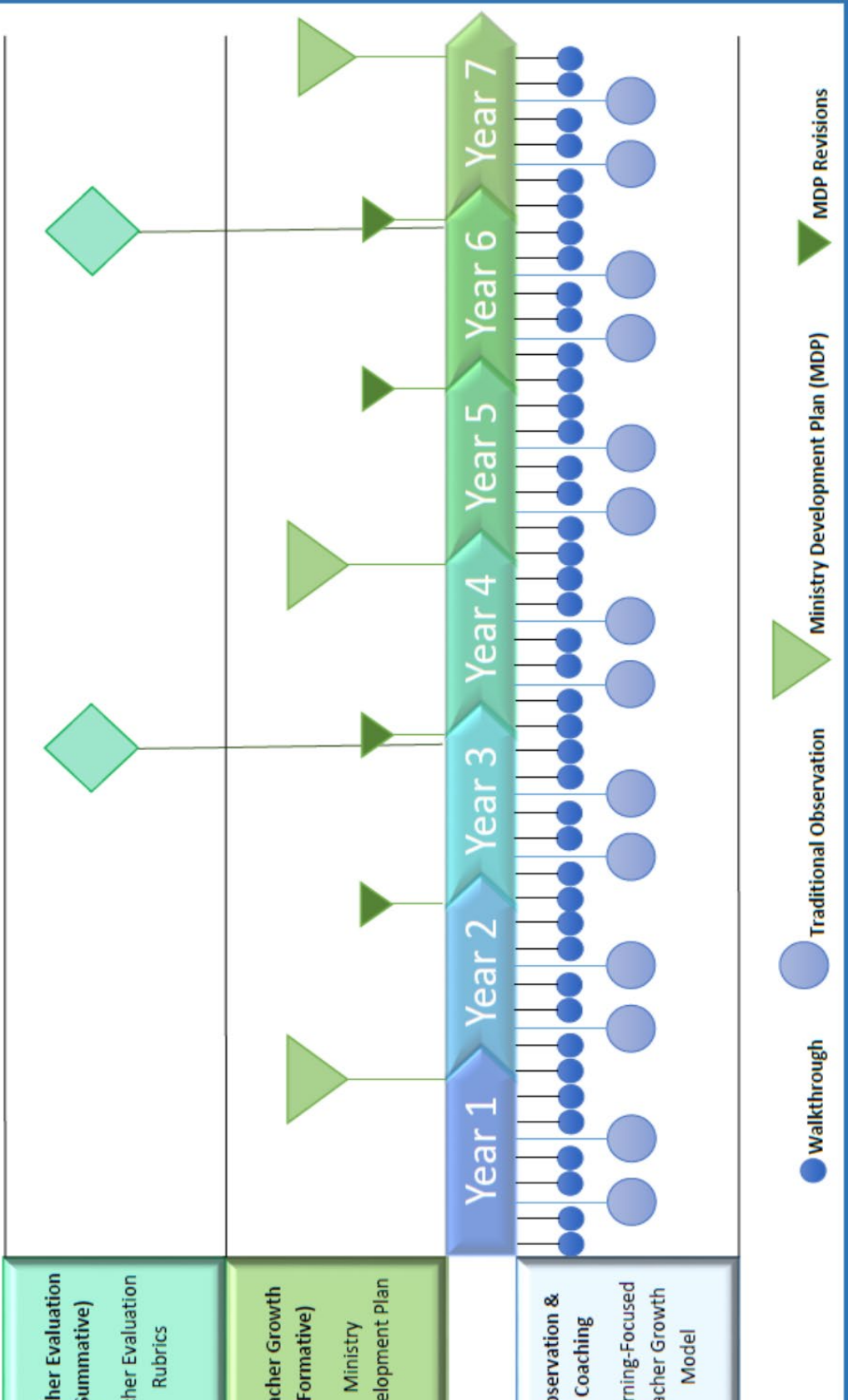
1. Submit the form to the CLS offices by the date and in the manner prescribed.
2. Use the outcomes of this evaluation to generate ideas for practical ministry use and to plan for the next steps in a called worker's ministry development plan. Materials and resources are found in Training Module 3 - The Ministry Development Plan.

Q 6: How often does this summative evaluation meeting occur?

A: Since ministry development plans are conducted in a three-year cycle, it is assumed and expected that the summative evaluation process will happen at least once every three years. However, circumstances may dictate the need for additional evaluations and discussions within that time frame.

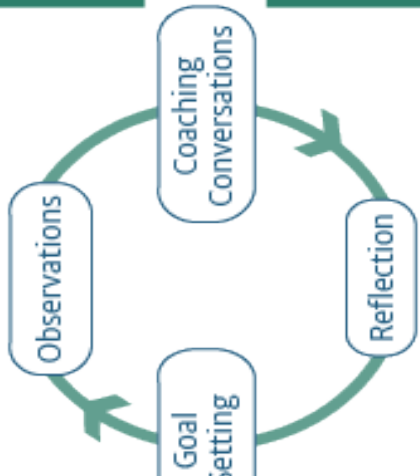
Q 7: What happens if the teacher's evaluation includes one or more "minimal" ratings?

A: A ministry improvement plan for remediation should be developed with input from the evaluator, teacher, and (possibly) the Commission on Lutheran Schools.



Classroom & Ministry Data
Filtered through
Results in
Informs
Leads to

Learning Focused Teacher-Growth Model



Formative Teacher Growth



Enhanced Student Learning & Spiritual Growth

Summative Teacher Evaluation



Accurate and Usable Information for Synod

