

**Iowa Department of Education
Spring BEDS 2012 – Webinar
Teacher Evaluations**

Area	Topic	Talking Points	Required Action
Welcome	Welcome	<ol style="list-style-type: none"> 1. Thank you joining us for this Spring BEDS webinar entitled <i>Reporting Teacher Evaluation Data</i>. 2. My name is Mike Baethke, and I'll be your host for this session. 3. The purpose of this session is to highlight significant aspects of the Teacher Evaluation reporting requirements of Spring BEDS. Other webinars addressing the Long-standing Data Elements of Spring BEDS, reporting of Principal Evaluation Data and data related to the submission of School Minutes are also available for your review. 	None
Overview	Opening Date	<ol style="list-style-type: none"> 4. Spring BEDS application will open on May 7, 2012, and close on June 15, 2012. 	None
Teacher Evaluation/ISEA	Reporting Teacher Evaluation Data	<ol style="list-style-type: none"> 5. Again, this session will specifically address issues related to the collection and reporting of teacher evaluation data. 6. Much of the data collected will be linked to model forms found on the ISEA website. 	.
Overview 1	Building Total	<ol style="list-style-type: none"> 7. Since this is a building level form, administrators at each building will <u>first need</u> to identify the number of teachers designated to teach primarily 	Fade In Fade In Fade In

		<p>at their building.</p> <p>8. <u>Each teacher should only be counted at one building.</u></p> <p>9. Decisions identifying the primary building are a district responsibility.</p>	
Overview 2	Performance Evaluation Total	<p>10. Based on actual performance evaluations conducted during the 2011-12 school year, enter the number of teachers who were evaluated.</p>	Fade In
Overview 3	Evaluation Instrument – Yes	<p>11. The next question relates to the forms used in the evaluation process.</p> <p>12. If the district used the ISEA’s Performance Evaluation forms for Beginning and Career Teachers, select “Yes” and move to the next question.</p>	<p>Fade In</p> <p>Fade In</p> <p>Fade In</p>
Overview 4	Evaluation Instrument - Different	<p>13. If the district has chosen not to use the ISEA model forms, select “No,” and provide a brief description of the forms used to evaluate beginning and career teachers in the “text box” provided.</p>	<p>Fade In</p> <p>Fade In</p> <p>Fade In</p> <p>No – Red Box</p>
Overview 5	Evaluation Instrument - Modified	<p>14. If the district has chosen to use the ISEA forms, but made modification to those forms based on local need or agreement, select “No” and provide an overview the modifications.</p> <p>15. We’ll take a look at some modified forms a little later in the webinar.</p>	<p>Fade In</p> <p>Fade In</p> <p>Fade In</p> <p>No – Red Box</p>

Teacher Data	Summative Evaluations	<p>16. The next questions ask administrators to reflect on the number of teachers who were provided a performance evaluation that was summative in nature.</p> <p>17. Depending on the <u>circumstance</u>, both beginning and career teachers could be provided a summative evaluation.</p> <p>18. Let's first look at the beginning teacher.</p>	Fade In Fade In Fade In 10
Teacher Evaluation	Beginning Teachers	<p>19. Beginning teachers participate in a Mentoring and Induction program for two years.</p> <p>20. Depending on district practice, the first-year beginning teacher may or may not receive a summative evaluation at the end of the first year.</p> <p>21. Let's look at a couple of forms to explore this more thoroughly.</p>	
Teacher Evaluation	ISEA – Page 1	<p>22. The title of the ISEA form is a Comprehensive Evaluation Summative Form.</p> <p>23. On this form, teachers are provided documentation of evidence related to the attainment of or failure to meet the eight Iowa Teaching Standards.</p>	
Teacher Evaluation	ISEA – Page 2	<p>24. At the bottom of the last page of the ISEA model, four descriptors are listed.</p> <p>25. From the DE's perspective only three represent evaluative criteria and one is a statement of fact.</p>	
Teacher Evaluation	Beginning Teacher – Modified Form	<p>26. Looking at the last page of a modified ISEA form, <u>one can see places for teacher comments and plans for professional growth.</u></p>	Click to Enter

		<p>27. Looking at the four descriptors, the first one is a statement of fact: The teacher is a beginning first year teacher.</p> <p>28. The question is, “Did this teacher receive a summative evaluation?”</p> <p>29. If district practice is to provide a summative evaluation at the end of the first year, then this teacher would be recorded in the total summative count.</p> <p>30. If the teacher was in <u>year one</u> of Mentoring and Induction and was not provided a summative evaluation, include them in the evaluated total, but not in summative evaluation total.</p> <p>31. This is an acceptable practice.</p> <p>32. Now, the teacher in the second year of Mentoring and Induction must be provided a summative evaluation.</p>	Click to Enter
Teacher Evaluation	Second Example	<p>33. This is a <u>beginning teacher evaluation form</u> and the question here is, “Does this form provide the beginning teacher with a summative evaluation?”</p> <p>34. As in our earlier example from the ISEA, if the district considers this as a summative document, then teachers evaluated with this instrument would be included in the summative count.</p> <p>35. It appears that each standard is rated based on three criteria.</p> <p>36. If the district feel that there is not a summarization of the eight standards, then the teachers would be reported as evaluated but not counted in the number for receiving a summative evaluation.</p>	Click to Enter Fade in Southern Iowa

Teacher Evaluation	Beginning Teacher - Modified	37. Moving back to the modified version of the ISEA form, the second indicator notes that the teacher has met or exceeds all eight Iowa Teaching Standards.	Green Box
Teacher Evaluation	Beginning Teacher - Modified	38. The third indicator notes that the teacher has not met the Iowa Teaching Standards.	Red Box
Teacher Evaluation	Beginning Teacher - Modified	39. The fourth indicator notes that the teacher is being recommended for a third year before a licensing decision is made.	Yellow Box
Teacher Evaluation		40. The question is, “How many evaluative criteria are identified in this modified ISEA form?” Three levels: fails to meet recommended for a third year meets 41. Be sure to report all three levels of summative ratings in the Spring BEDS application.	Click to Fade In Blue Box
Teacher Evaluation	Career Teachers	42. Code indicates that districts need to review a teacher’s performance once every three years. 43. Let’s move on to the evaluation of Career Teachers.	
Teacher Evaluation	Career Teachers	44. The ISEA model for Performance Review of Career Teachers is a statement requiring a “yes” or “no” response.	Click to Fade In Click to Fade In

		<p>45. From the Department’s perspective,</p> <p>Click once – Green = Yes Click a second time – Red = No</p> <p>46. This then is a “summative” evaluation.</p>	
Teacher Evaluation	Career Teacher – Modified	<p>47. This example provides a look at a modified performance review document for a career educator.</p> <p>48. Note the two criteria – Meets or exceeds or does not meet.</p> <p>49. Career teachers evaluated using this form would be then counted as evaluated and included in the summative total.</p> <p>50. The number of criteria would be two – meets or exceeds or does not meet.</p>	<p>Click to Fade In</p> <p>Green Box</p> <p>Red Box</p>
Teacher Evaluation	Career Teacher – Modified 2 nd example	<p>51. Another district has modified their form to provide a summative structure for both the beginning and career teachers by using a tiered structure.</p> <p>52. However, there are still basically only two criteria on each tier – meets or does not meet.</p>	<p>Red and Green Box</p>
Teacher Evaluation	Career Teacher Modified 3 rd example	<p>53. Another example of a modified performance review document for career teachers has three levels of criteria. For reporting purposes:</p> <p>Level 1: Teacher does not meet Iowa Teaching Standards.</p> <p>Level 2: Teacher is progressing towards Iowa Teaching Standards</p>	<p>Show all three slides</p>

		<p>Level 3: Teacher meets Iowa Teaching Standards</p> <p>54. The previous examples were documents used with career teachers on the third year of the evaluation cycle.</p>	
Teacher Evaluation	Individual Career Development Plans	<p>55. What is the expectation for reporting career teachers who are not on the third year and are on an Individual Career Development Plan?</p> <p>56. If the district considers the first and second year of the Career Development Plan to be a performance evaluation, then the teachers would be counted as evaluated, but not reported as having a summative evaluation.</p> <p>57. If the district does not consider year one and two of the Career Development Plan to be a performance evaluation, then the teacher would not be reported as evaluated, and naturally, not reported as having a summative evaluation.</p>	
Teacher Evaluation	Performance Levels	<p>58. Districts are to identify the number of performance levels used when determining the overall (summative) ratings for both career and beginning teachers.</p> <p>59. Enter the maximum number used by the school.</p> <p>60. The slide provides an example of two and three levels of criteria.</p>	<p>Two Examples</p> <p>Fade In</p>

		61. Please note that when entering data in the application, districts need to identify the lowest level first.	
Teacher Evaluation	Identifying Number at Each Level	62. Along with identifying the performance levels, district must report the number of teachers evaluated at each level.	Fade In Fade In
Teacher Evaluation	Acknowledgement	63. The last step in the process is to identify whether the district considers each performance level as acceptable or not. 64. The application automatically classifies the lowest level as unacceptable and the highest level as acceptable. 65. Please review this section of the application to ensure that you have posted the lowest level first.	Fade in Fade In
Certification	Certification	66. The Department has provided four webinars dealing with the different aspects of Spring BEDS reporting. 67. Please keep in mind that all elements of Spring BEDS must be certified by Friday, June 15, 2012.	
Contact Information	Contact Information 1	68. Again, my name is Mike Baethke and you may contact me based on the information provided on this slide.	

<p>Contact Information</p>	<p>Contact Information 2</p>	<p>69. Marlene Dorenkamp, in our office, will also be able to help answer Spring BEDS questions and her information is presented on the slide.</p> <p>70. If we are not available, check at the bottom of each Spring BEDS page in the application for additional contact information.</p>	
<p>Closing</p>	<p>Thank You</p>	<p>71. Thank you for participating in this Spring BEDS webinar.</p> <p>72. Feel free to contact us if you need additional information or clarification.</p>	