

SDCOE Educator Effectiveness & Evaluation (E3) Program

Frequently Asked Questions

What is the E3 Program?

The SDCOE E3 Program is a progressive approach to revising teacher evaluation systems that foster continuous growth and development for educators. The E3 Program supports district and teacher leaders as they revise their current evaluation process to create a professional learning system based on teaching standards that aligns professional development to teacher goals and targets educator growth.

Who attends E3 Program?

Participating districts establish eight to ten person team with equal representation from teacher association members and site/district administrators.

What is the time commitment for participants?

Participants attend six to eight full-day academy sessions and regular on-site intersession meetings facilitated by SDCOE personnel.

Who should be on the evaluation team?

Evaluation teams should include members that represent the different stakeholders groups within the participating district.

Why would districts want to be join the E3 program?

Program Opportunities:

- Provides districts with an opportunity to develop an individualized, context driven, growth-based local evaluation system
- Collaborate and learn with a cohort of other districts
- Engage in a team-learning process with support from local, state, and national partners

- Builds labor-management relations through on-going collaboration and communication
- Develop teacher leaders through a professional development continuum
- Receive ongoing technical assistance from SDCOE

What evaluation model does the E3 program use?

The E3 project does not use one specific model.

Research has identified critical components of effective evaluation systems. The E3 project supports district teams to develop and implement the components of effective growth-based systems in their local context.

Who are the E3 program partners?

SDCOE has partnered with the following agencies and research groups to develop the E3 project: California Department of Education, California Teachers Association, WestEd, American Institutes for Research, Center on Great Teachers & Leaders.

Can a district be involved in the E3 project without teacher participation?

No.

The E3 program is designed to be a collaborative team process between district and teacher stakeholder groups. Districts are required to develop a team with equal representation from teacher association members and district/site administrators. Districts must submit a commitment form with signatures from a superintendent and the teacher association president.

Does participation in the E3 program need to be negotiated?

To participate Districts must submit an E3 commitment form with signatures from a superintendent and the teacher association president that signifies agreement to participate in the two year E3 project. Some districts write a slide letter or MOU regarding the agreement to participate in the E3 project.

What is the History of the E3 project?

2008 SDCOE Strategic Planning

2011 SPI Torlakson's *Blueprint for Great Schools*

2012 Educator Effectiveness Task Force *Greatness by Design*

2012 San Diego COE...evaluation as a process not an event,
aligned with GbD. An inclusive model focused on growth

2013 CDE Sponsored Pilot Year One: California Comprehensive Assistance Center
and National Great Teachers and Leaders

2014 SDCOE E3 Project

Which districts have been involved in the E3 program?

Elementary/K-8 Districts: Alpine, Cajon Valley, Chula Vista, La Mesa/Spring Valley,
Lemon Grove, National City, South Bay

High School Districts: Grossmont, Sweetwater, Placer Union High School District

Unified Districts: Bonsall, Mt. Empire, San Diego Unified, Ramona, Warner

County Offices: Imperial COE and San Diego COE

Charter Schools: Steele Canyon Charter High School, Helix HS Charter, Hawking
Charter Schools, Discovery Charter Elementary School

What is the research base for the E3 program?

- CA Greatness By Design Report, CDE
- Measures of Effective Teaching Study (MET), Gates Foundation
- *Getting Teacher Evaluation Right*, Linda Darling-Hammond
- Key Features of Comprehensive Teacher Evaluation Systems, WestEd
- *Mind Shift of Teacher Evaluation*, Center for Great Teachers & Leaders

Research has identified critical components of effective evaluation systems which include: engaging stakeholders, focusing on professional standards, using multiple measures, providing meaningful feedback, building the capacity of evaluators and aligning professional development to teacher needs.

When does the E3 program start?

New Cohort groups begin in the fall of each school year.