Lead Evaluator Training

2014-2015 Ongoing Training
Day 1

OCMBOCES
Committed to Your Success

INSTRUCTIONAL SUPPORT

Welcome Back!

- [re]Orientation
- Lead Evaluator Training
- Agenda Review

Lead Evaluator Training

Year 1

- New York State Teaching Standards and Leadership Standards
- Evidence-based observation
- Application and use of Student Growth Percentile and VA Growth Model data
- Application and use of the State-approved teacher or principal rubrics
- Application and use of any assessment tools used to evaluate teachers and principals
- Application and use of State-approved locally selected measures of student achievement
- Use of the Statewide Instructional Reporting System
- Scoring methodology used to evaluate teachers and principals
- Specific considerations in evaluating teachers and principals of ELLs and students with disabilities

Ongoing Lead Evaluator Training

- From the Review Room: "Describe the process by which evaluators will be trained and the process for how the district will certify and re-certify lead evaluators. Describe the process for ensuring inter-rater reliability. Describe the duration and nature of such training."

Ongoing Lead Evaluator Training

- Continue to collect evidence

- Use collected evidence to rate teachers on a rubric (with feedback)

- Manage the new system

- Employ growth-producing feedback to increase the quality of teaching

- Implement the Reform Agenda (RTTT)

Ongoing Lead Evaluator Training

- Or, to basically increase the likelihood that all of this can make a difference.

Agenda

- 2014-2015: What do you want?
- Artifact Review
- Evidence Collection
- Scoring (with feedback)
- School-wide data from the rubric
- Planning PD for the year

Warm Up Activity

Model Standards-Based:

- NYS Teaching Standards

- Translate into "I Can" statements

Introduction

- Mr. Greenburgh
- 6th Grade Math Teacher

Beginning of the Year

The Year at a Glance

Beginning of the Year

- Beginning of the year meeting
- Standards I and II
- SLO and local (LAT) target setting

Ongoing

- Evidence Submission by Teacher
- Evidence Collection
- Sharing the evidence
- Feedback Conversations

End of the Year

- Evidence from the year collected
- Compare collected evidence to the rubric
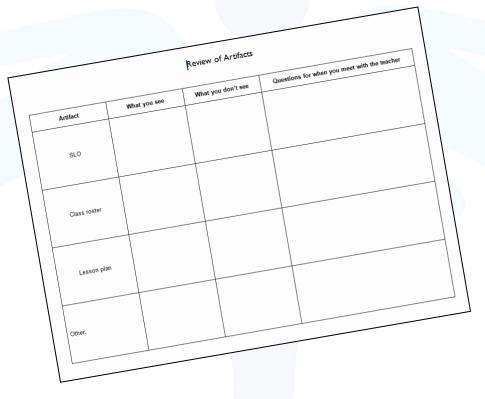- Summative score determination and communication

Artifacts

For Teaching Standards 1 & 2 (FFT Domain 1), what kind of artifacts are helpful?

- LAT
- Lesson Plan
- Unit Plan
- Schedule
- Other items

Review of Artifacts

Take a look at the artifacts in the folder.

- What do you see?

- What is missing?

- What questions do you have for the teacher?

Review of Artifacts			
Artifact	What you see	What you don't see	Questions for when you meet with the teacher
SLO			
Class roster			
Lesson plan			
Other:			

Your Teachers

Do you have specific goals in mind for your teachers? Or, do you just start from scratch for each one?

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Break

- Read the lesson plan
- Read the organizer
- Take a break
- Be ready to collect evidence

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Preconference Meeting Evidence Collection

- Watch the conference

- Collect evidence about teacher

- Take some notes about observers

Preconference Meeting Evidence Collection

- Watch the conference

- Collect evidence about teacher

- Take some notes about observers

THEN:

- Look at the rubric… think about how you would score it BUT DON"T ACTUALLY SCORE IT.

Agreement & Reliability

- Talk at your table about the evidence you collected.

THEN:

- Talk about the questions the observers asked of the teacher.

Pre-Conference Questions

Some questions work better than others.

Look at the question suggestions. Which ones might have worked well in the pre-conference?

Pre-Conference Questions

Questions are important…

But ***listening*** is important, too.

Instructional Leadership

Planning the Year

The instructional leadership you provide should be based on

- District goals
- RTTT/Reform Agenda
- Needs of your staff
- Shared vision
- Your "shifts"

Shifts

Common Core "Shifts"

There are twelve shifts that the Common Core requires of us if we are to be truly aligned with it in terms of curricular materials and classroom instruction. There are six shifts in Mathematics and six shifts in ELA/ Literacy.

Shifts in ELA/ Literacy

Shift 1	PK-5, Balancing Informational & Literary Texts	Students read a true balance of informational and literary texts. Elementary school classrooms are, therefore, places where students access the world – science, social studies, the arts and literature – through text. At least 50% of what students read is informational.
Shift 2	6-12, Knowledge in the Disciplines	Content area teachers outside of the ELA classroom emphasize literacy experiences in their planning and instruction. Students learn through domain-specific texts in science and social studies classrooms – rather than referring to the text, they are expected to learn from what they read.
Shift 3	Staircase of Complexity	In order to prepare students for the complexity of college and career ready texts, each grade level requires a "step" of growth on the "staircase". Students read the central, grade appropriate text around which instruction is centered. Teachers are patient, create more time and space in the curriculum for this close and careful reading, and provide appropriate and necessary scaffolding and supports so that it is possible for students reading below grade level.
Shift 4	Text-based Answers	Students have rich and rigorous conversations which are dependent on a common text. Teachers insist that classroom experiences stay deeply connected to the text on the page and that students develop habits for making evidentiary arguments both in conversation, as well as in writing to assess comprehension of a text.
Shift 5	Writing from Sources	Writing needs to emphasize use of evidence to inform or make an argument rather than the personal narrative and other forms of decontextualized prompts. While the narrative still has an important role, students develop skills through written arguments that respond to the ideas, events, facts, and arguments presented in the texts they read.
Shift 6	Academic Vocabulary	Students constantly build the vocabulary they need to access grade level complex texts. By focusing strategically on comprehension of words (such as "discourse," "generation," "theory," and esoteric literary terms (such as "onomatopoeia" or ... constantly build students' ability to access more complex ... areas.

Shifts in Mathematics

Shift 1	Focus	Teachers significantly narrow and deepen the scope of how time and energy is spent in the math classroom. They do so in order to focus deeply on only the concepts that are prioritized in the standards.
Shift 2	Coherence	Principals and teachers carefully connect the learning within and across grades so that students can build new understanding onto foundations built in previous years.
Shift 3	Fluency	Students are expected to have speed and accuracy with simple calculations; teachers structure class time and/or homework time for students to memorize, through repetition, core functions.
Shift 4	Deep Understanding	Students deeply understand and can operate easily within a math concept before moving on. They learn more than the trick to get the answer right. They learn the ... se math and choose the appropriate concept for ... are not prompted to do so. ... l understanding. There is more than a balance ... the classroom – both are occurring with intensity.

Next Generation Science Standards "Shifts"

The Next Generation Science Standards (NGSS) provide an important opportunity to improve not only science education but also student achievement. Based on the Framework for K–12 Science Education, the NGSS are intended to reflect a new vision for American science education. The following conceptual shifts in the NGSS demonstrate what is new and different about the NGSS:

Shifts in Data Driven Instruction

Shift 1	Interconnected Nature of Science and the Real World	Given the importance of science and engineering in the 21st century, students require a sense of contextual understanding with regard to scientific knowledge, how it is acquired and applied, and how science is connected through a series of concepts that help further our understanding of the world around us. Student performance expectations have to include a student's ability to apply a practice to content knowledge. Performance expectations thereby focus on understanding and application as opposed to memorization of facts devoid of context.
...ocus and ...oherence		The same ideas or details are not covered each year. Rather, a progression of knowledge occurs from grade band to grade band that gives students the opportunity to learn more complex material, leading to an overall understanding of science by the end of high school. Historically, science education was taught as a set of disjointed and isolated facts. The Framework and the NGSS provide a more coherent progression ... overall scientific literacy with instruction focused on a smaller set ... and an eye on what the student should have already learned and ... will learn at the next level.
...eeper ...nderstanding		It is important that teachers and curriculum/assessment developers understand that the focus is on the core ideas—not necessarily the ... are associated with them. The facts and details are important evid... not the sole focus of instruction.
...cience and ...engineering		Engineering and technology iare integrated into the structure of sc... education. This integration is achieved by raising engineering des... same level as scientific inquiry in classroom instruction when teac... science disciplines at all levels and by giving core ideas of engine... technology the same status as those in other major science discip...
...ollege, Career, ...d Citizenship ...eadiness		There is no doubt that science and science education are central t... of all Americans. Never before has our world been so complex and... knowledge so critical to making sense of it all. When comprehend... events, choosing and using technology, or making informed decisi... one's healthcare, understanding science is key. Science is also at... of the United States' ability to continue to innovate, lead, and crea... of the future. All students no matter what their future education and... path must have a solid K–12 science education in order to be prep... college, careers, and citizenship.
...lignment to the ...ommon Core		The science standards and the Common Core Standards (math an... Literacy) overlap in meaningful and substantive ways and offer an... opportunity to give all students equitable access to learning standa...

Data Driven Instruction "Shifts"

In addition to the twelve shifts that the Common Core requires of us there are also shifts that need to occur in the way we use data. These are the six shifts in Data Driven Instruction.

Shifts in Data Driven Instruction

Shift 1	Data belongs with teachers working collaboratively	Collaboration of teachers is expected and valued. Teachers work together and take collective responsibility for student learning. Sufficient time for meaningful collaboration is built into every schedule. Protocols are in place to guide data inquiry processes.
Shift 2	Emphasis on formative assessment	A balanced assessment system uses classroom assessments, common formative assessments, common interim assessments, and summative assessments to paint a balanced picture of student progress. Unlike summative assessments, formative assessments take on a more prominent role in the balanced assessment system due to the quality and immediacy of the data collected. To reflect this importance, common assessments are calendared, administered, scored, and analyzed collaboratively.
Shift 3	Assess what is important	A guaranteed and viable curriculum is provided to all students and drives the assessment system. Teachers clearly identify, communicate, and assess the knowledge, skills, and dispositions that are the priority for each unit and course.
Shift 4	Take meaningful action	Rather than waiting on summative data, teachers quickly respond to the data gathered from formative and interim assessments. It is this careful examination of student work that creates the foundation for all current and future curriculum, program, and instructional decisions.
Shift 5	Commitment to continuous improvement	The status quo can never be an option. All educators must constantly search for better ways to achieve mutual goals and increase achievement for all students. All programs, policies, and practices are continually assessed on their contribution to student learning.
Shift 6	Commitment to student involvement	The power of formative assessments are only truly recognized when students are included as users of the data. Therefore, students must play an integral role in the assessment process. Students must be able to assess and monitor their own progress in order to set individual goals for learning.

Social Studies "Shifts"

Implementing the Social Studies Framework will require changes to practice. curriculum, assessment design, and unit and lesson planning will have to change in order to implement the Framework in a manner that is consistent with the mission of preparing students for college, career, and citizenship readiness. These shifts describe the transition.

Shifts in Social Studies

Shift 1	Social studies prepares students for college, career, and citizenship	The skills and understandings gained in social studies disciplines should help students to be more effective citizens in the ever changing 21st Century.
Shift 2	Inquiry is at the center of learning	Social studies instruction should be about seeking answers to big, compelling questions rather than the accumulation of smaller pieces of content. Units of study should be framed by questions that are significant and relevant to students.
Shift 3	Disciplinary integrity	The disciplines of civics, economics, geography, history, and the behavioral studies are important to social studies and should be deliberately attended to when planning units and lessons.
Shift 4	Interdisciplinary connections	Social studies should be interdisciplinary. Connections within the social studies disciplines and connections to other disciplines are integral to the understanding of the world in which we live. Connections to the world of today should be made deliberately and consistently.
Shift 5	Common Core Learning Standards alignment	The content area literacy detailed in the Common Core pertain to social studies. Students should be consistently expected to cite argue, textual evidence, use academic vocabulary, recognize perspective, and narrate historical events. Students should have experience presenting their conclusions and an analysis to authentic audiences.
Shift 6	Multiple Sources	Student's should understand that there is no "true" history — that all artifacts represent a particular perspective. Never should a single source of information about historical events be used without awareness of its perspective. If at all possible, multiple sources of evidence should be employed all of the time.

Shifts

My School's "Shifts"

Think about the vision for your school. What are the biggest shifts that I think my school should be focused on in order to achieve the vision? Use this organizer to identify the shifts, describe reasons for the shifts, and to describe them.

	Shift	Description and/or Rationale
Shift 1		
Shift 2		
Shift 3		
Shift 4		
Shift 5		
Shift 6		

What are the "shifts" you'd like to take place at your school?

Interest Groups

Choose one of the initiatives/emphases that are posted around the room that you are working on or thinking about.

Move the chairs to form a group and talk about the initiative. Share your efforts and your thoughts.

Planning the Year

Have you looked at last year's rubrics (and maybe even the year's before, too):

- Electronic platforms do this for you
- Otherwise, tally marks might be the way to go

Kim Marshall Example

	A. Planning and Preparation	B. Classroom Management	C. Delivery of Instruction	D. Assessment, Monitoring, Follow-Up	E. Parent and Community Outreach	F. Professional Responsibilities
Cynthia	3	3	3	1	3	3
Henry	3	4	3	3	3	3
Belinda	3	3	3	2	3	3
Marcia	4	4	4	4	4	4
Charles	3	3	3	2	3	4
Raymond	3	3	3	1	3	4
Sandy	3	3	3	2	3	3
Mark	4	4	4	4	4	4
Placida	3	3	3	2	3	3
Anne	3	3	3	1	3	3
Richard	2	3	2	1	2	1

Figure 7.8 Rubric Scores for Hypothetical Staff

OASYS Example

Criteria	Ineffective	Developing	Effective	Highly Effective
Organizes physical space	Teacher does not plan the use of physical space to meet learner needs and curricular goals. **0 of 6 (0%)**	Teacher plans the use of physical space to meet some learner needs and curricular goals. **2 of 6 (33.3%)**	Teacher plans the use of physical space to meet all learner needs and curricular goals. **3 of 6 (50%)**	Teacher plans the use of physical space to meet all learner needs and curricular goals. Teacher acknowledges student suggestions for physical space. **1 of 6 (16.7%)**
Incorporates technology	Teacher does not understand how technology can enhance student learning or chooses not to use technology even when aware of the benefits. **0 of 6 (0%)**	Teacher occasionally incorporates available technology in lessons to enhance student learning or technology is used for communication and relatively rote activities. **3 of 6 (50%)**	Teacher regularly incorporates available technology in lessons to enhance student learning. Technology is used to extend and apply learning in the lesson beyond communication and completion of classroom assignments. **2 of 6 (33.3%)**	Teacher regularly incorporates available technology in lessons to enhance student learning. Technology is used to support complex understanding of subject matter. **1 of 6 (16.7%)**
Organizes time	Teacher does not consider time allocations to achieve learning goals. **0 of 6 (0%)**	Teacher considers time allocations but those times may be either too long or too short to achieve the learning goals. **1 of 6 (16.7%)**	Teacher assigns reasonable time allocations to achieve the learning goals and adjusts if students need more or less time. **4 of 6 (66.7%)**	Teacher assigns reasonable time allocations to achieve the learning goals and adjusts if students need more or less time. Students may request additional or less time to achieve learning goals. **1 of 6 (16.7%)**
Selects materials and resources	Teacher is unaware of curricular materials and resources that align with student learning standards or is aware but chooses not to use or adapt materials and resources to meet diverse learning needs. **1 of 6 (16.7%)**	Teacher selects curricular materials and resources that align with student learning standards. Teacher occasionally adapts materials and resources to meet diverse learning needs. **0 of 6 (0%)**	Teacher selects curricular materials and resources that align with student learning standards. Teacher regularly adapts materials and resources to meet diverse learning needs. **5 of 6 (83.3%)**	Teacher selects a variety of curricular materials and resources that align with student learning standards. Teacher regularly adapts materials to meet diverse learning needs and seeks out additional materials and resources to support student learning. **0 of 6 (0%)**
Totals	1 of 24 (4.2%)	6 of 24 (25%)	14 of 24 (58.3%)	3 of 24 (12.5%)

Rubric Report - NYSUT 2.4

Criteria	Ineffective	Developing	Effective	Highly Effective
Meets diverse learning needs of each student	Teacher does not vary or modify instruction to meet diverse learning needs of students. **1 of 6 (16.7%)**	Teacher varies or modifies instruction to meet the diverse learning needs of some students. **2 of 6 (33.3%)**	Teacher varies or modifies instruction to meet the diverse learning needs of most students. **3 of 6 (50%)**	Teacher varies or modifies instruction to meet the diverse learning needs of each student. Students suggest ways in which the lesson might be modified to advance their own learning and teacher acknowledges the suggestion. **0 of 6 (0%)**
Plans for student strengths, interests, and experiences	Teacher does not plan instruction to address the strengths, interests, and experiences of students. **1 of 6 (16.7%)**	Teacher plans instruction to address the strengths, interests, and experiences of some students. **1 of 6 (16.7%)**	Teacher plans instruction to address the strengths, interests, and experiences of most students. **4 of 6 (66.7%)**	Teacher plans instruction to address the strengths, interests, and experiences of each student and is able to adapt the lesson as needed. **0 of 6 (0%)**
Totals	2 of 12 (16.7%)	3 of 12 (25%)	7 of 12 (58.3%)	0 of 12 (0%)

Rubric Report - NYSUT 2.3

Filter

Low Tech Example

	Ineffective	Developing	Effective	Highly Effective
1.1	//	///	~~HHT~~ ~~HHT~~ //	// /
1.2	/	///	~~HHT~~ ~~HHT~~ ///	//
1.3	/	/	~~HHT~~ ~~HHT~~ ~~HHT~~	// /
1.4	//	////	~~HHT~~ ~~HHT~~ ////	
2.1		//	~~HHT~~ ~~HHT~~ ~~HHT~~	///
2.2	~~HHT~~	~~HHT~~	~~HHT~~ ~~HHT~~	
2.3	//	////	~~HHT~~ ~~HHT~~ /	///
2.4		/	~~HHT~~ ~~HHT~~ ////	~~HHT~~
2.5	/	///	~~HHT~~ ~~HHT~~ ////	//
2.6	/	/	~~HHT~~ ~~HHT~~ ////	////

Planning the Year

	August	September	October	November	December	January	February	March	April	May	June	July	
Professional Practice (APPR)		Beginning of the year meetings for SLO-setting and evidence collection for Standards 1&2				Mid-year meetings for SLO monitoring and evidence collection discussions				End-of-year meetings for SLO wrap-up and summative evaluations			**Professional Practice (APPR)**
			Mini-observations: evidence collection and growth-producing feedback conversations										
			Extended-observations: pre-conference, evidence collection, post-conference for announced observations, evidence collection and post-conference for unannounced observations										
		Improvement Plan Implementation				Improvement Plan Monitoring Meetings				Improvement Plan Summation			
		Evidence Collection Instructions	Evidence Collection Reminders			Evidence Collection Check		Evidence Collection Reminders		Evidence Collection Deadline			
Standards	Summer professional development:										Summer professional development:		**Standards**
		Faculty Meeting:	Faculty Meeting:	Faculty Meeting:	Faculty Meeting:	Faculty Meeting:	Faculty Meeting:	Faculty Meeting:	Faculty Meeting:	Faculty Meeting:	Faculty Meeting:		
Data (DDI)	Publish Common Assessment Calendar												**Data (DDI)**
		Common Asmnt Meetings		Common Asmnt Meetings		Common Asmnt Meetings		Common Asmnt Meetings		Common Asmnt Meetings			
		Common planning time: monitor use of time and protocols										Schedule common planning time	
Culture		Conference Day:				Conference Day:							**Culture**
		Culture action:	Culture action:	Culture action:	Culture action:	Culture action:	Culture action:	Culture action:	Culture action:			

Faculty meetings

Assessment meetings

Culture actions

Systems Thinking

Communication

How will your staff know what you want for them?

Don't forget the rational, or "why" for everything.

Share the plan with them!

Next Session

- January 26th in Cortland
- January 27th in Syracuse

- Agenda will include
  - Evidence Collection (observation)
  - Agreement and Reliability
  - Growth-Producing Feedback (with a video of a post-conference)

Housekeeping

- Leave folder and contents at table (pile)
- Leave your answer sheet at the table (pile)
- Leave the red answer key at the table (pile)