Lead Evaluator Training

2015-2016 Ongoing Training

Day 2

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Welcome to Day 2

- Lead Evaluator Training
- Agenda Review

Nine Required Components

3012-c

1. New York State Teaching Standards and Leadership Standards
2. Evidence-based observation
3. Application and use of Student Growth Percentile and VA Growth Model data
4. Application and use of the State-approved teacher or principal rubrics
5. Application and use of any assessment tools used to evaluate teachers and principals

3012-d

1. New York State Teaching Standards and Leadership Standards
2. Evidence-based observation
3. Application and use of Student Growth Percentile method
4. Application and use of the State-approved teacher or principal rubrics
5. Application of assessment tools the district employs

Nine Required Components

3012-c	3012-d

3012-c

6. Application and use of State-approved locally selected measures of student achievement

7. Use of the Statewide Instructional Reporting System

8. Scoring methodology used to evaluate teachers and principals

9. Specific considerations in evaluating teachers and principals of ELLs and students with disabilities

3012-d

6. Application and use of State-approved locally selected measures of student growth

7. Use of the Statewide Instructional Reporting System

8. Scoring methodology used by the state and the district

9. Specific considerations in evaluating teachers and principals of ELLs and students with disabilities

Our Components

10.Managing the APPR (especially in d)

11.Connecting it to Learning

12.Increasing the likelihood that it makes a
    difference

Agenda

- Changes: §3012-c and §3012-d
- Mini-Lesson: Professional Capital
- Evidence Collection & Scoring (with feedback)
- Summative Evaluation (in light of the changes)

Warm Up Activity

Discuss:

- What is one good conversation you had with a teacher about instruction in the last few weeks?

- What made it good?

APPR "Transition" §3012-c and §3012-d

Slides updated 1.24.16

Emergency Action

- At their December 2015 meeting, the Board of Regents [again] took emergency action

- Introduced APPR transition scores and ratings for 2015-16 through 2018-19.

- This was in response to the Governors' Common Core Commission recommendation #21.

- Both §3012-c and §3012-d were impacted.

"Transition" Period

- During the transition period, LEAs must calculate both original and transition scores and ratings.

- The results of grades 3-8 ELA/math State assessments and any State-provided growth scores must be excluded from the transition score/rating calculations.

- State-provided growth scores and the original scores and ratings must still be provided for advisory purposes.

2015-16 in "Transition" Period

- Continue to calculate scores and ratings pursuant to the approved APPR plan.

- Also calculate transition scores and ratings that exclude the results of 3-8 ELA/math State assessments and any State-provided growth scores.

- Transition scores are based upon the remaining subcomponents of the APPR that are not based on the grade 3-8 ELA or math State assessments or a State-provided growth score on Regents exams.

Rest of the "Transition" Period

- Transition scores and ratings will be determined based upon the remaining subcomponents of the APPR that are not based on the grade 3-8 ELA or math or State-provided growth scores.

- Where no scores or ratings in the subcomponents of the Student Performance Category can be generated, an alternate SLO must be developed using assessments approved by the Department that are not 3-8 ELA and math State assessments.

"Transition" Period

- Assessment options include:
  - 4 and 8 State Science assessments
  - Regents examinations
  - State-approved third-party assessments
  - State-approved district, regional, or BOCES-developed assessments
- During the transition period, common branch teachers will not be required to have at least one math and one ELA SLO.
- Alternate SLOs may utilize district-wide measures

Waivers

- Hardship Waivers will be automatically renewed for all districts that are currently implementing a §3012-c APPR plan pursuant to a Hardship Waiver that was approved by the November 15, 2015 deadline.

§3012-d Plans

- Districts must still have a §3012-d APPR plan approved by the Department by September 1, 2016 to maintain eligibility for State aid increase.

- Districts should submit their §3012-d APPR plans by July 1, 2016 to ensure approval by September 1, 2016.

- The APPR portal is being updated for the 2016-17 school year to accommodate entry of alternate SLOs during the transition period.

§3012-d Plans

- If your district/BOCES already has an approved §3012-d APPR plan you do not need to be revise it for the 2015-16 school year.

- You will have to submit a supplemental form describing the alternate SLOs that will be used during the transition period so that you do not need to re-open the entire APPR plan.

Employment Decisions

- For all employment related decisions and TIP/PIP determinations, districts/BOCES must use the overall composite transition rating.

Reporting Implications

- Both the original and transition scores and ratings will be reported to SED.

- The reporting template will be changed.
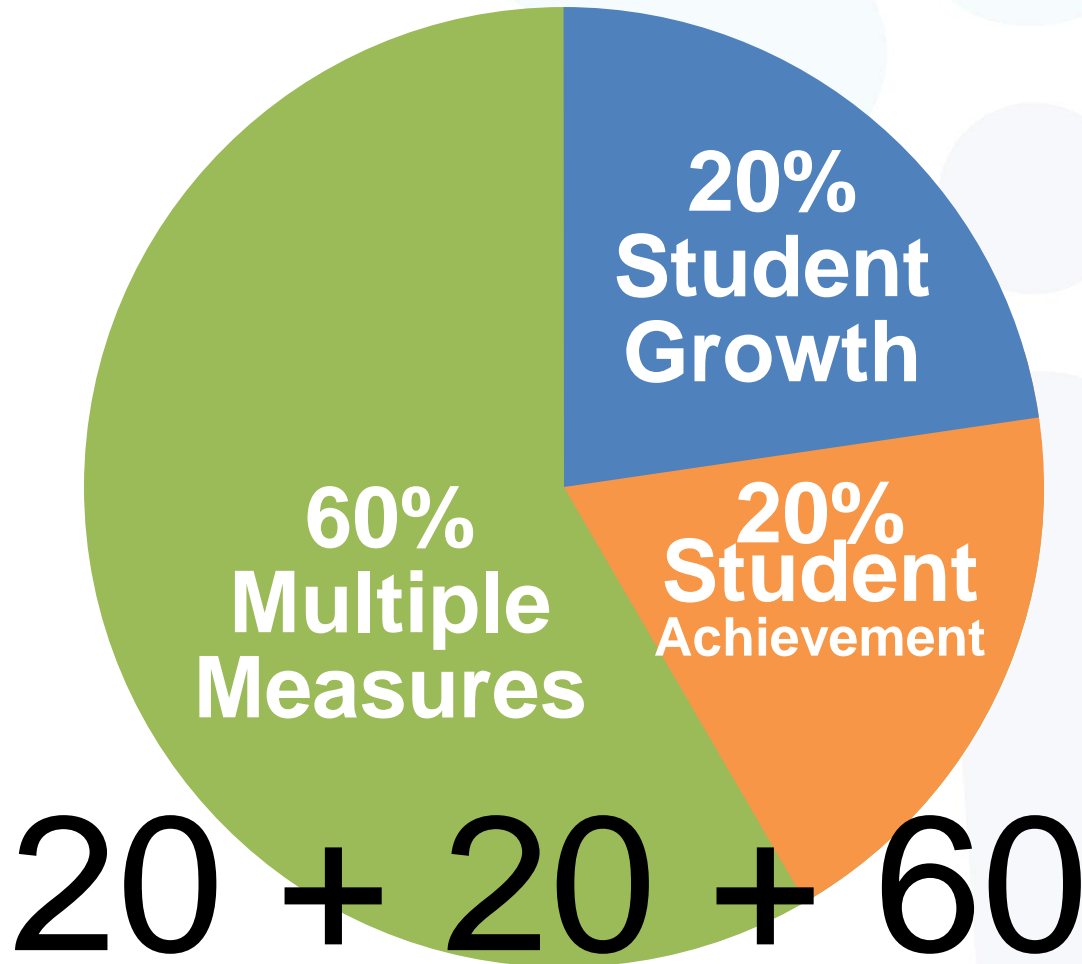
Parent Requests for Scores

- Both the original composite score and the overall transition composite score will be reported if requested

- Include an explanation of the transition score/rating.

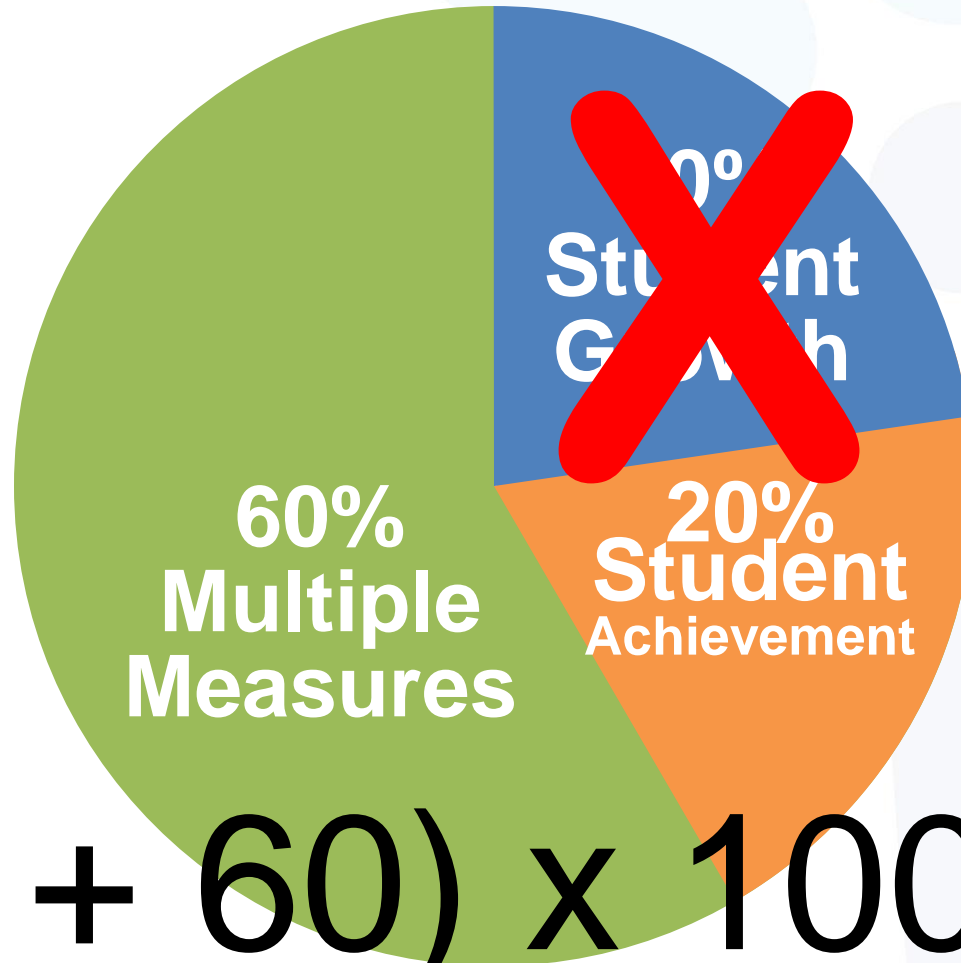- Public Data Access Site will report both original and transition ratings.
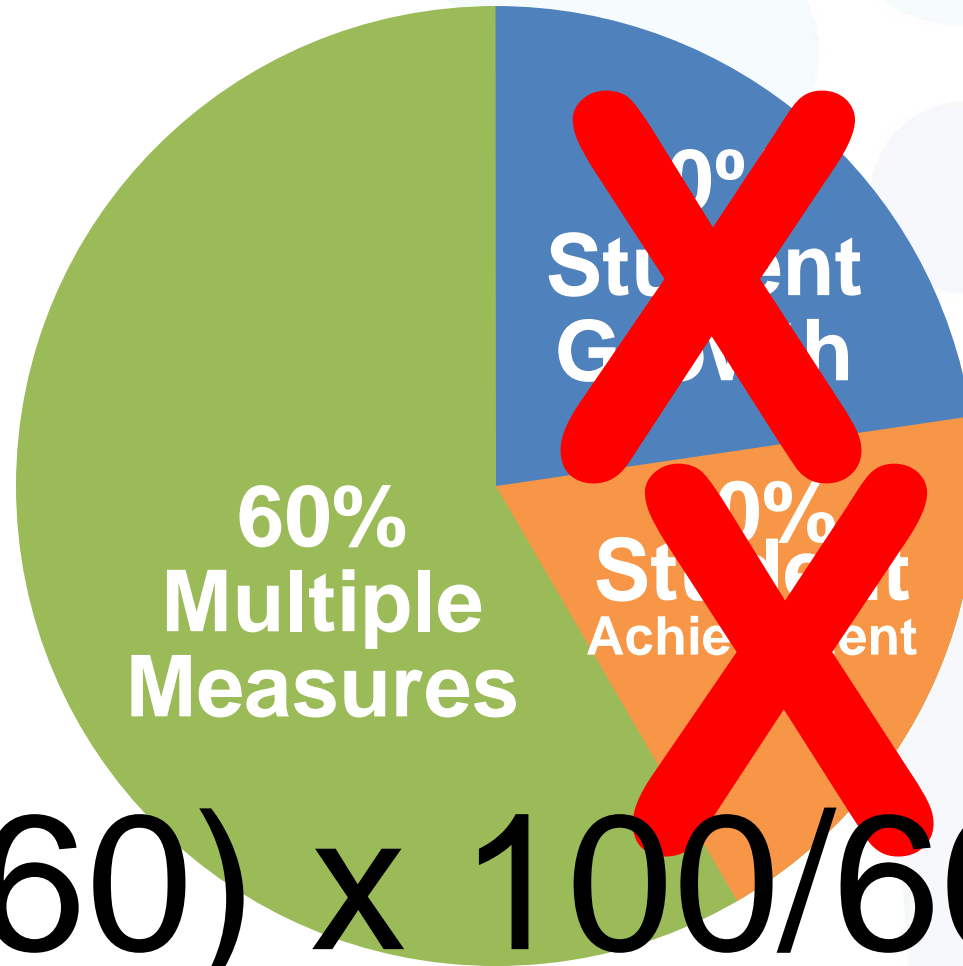
§3012-c

For Most in §3012-c

20% Student Growth

20% Student Achievement

60% Multiple Measures

20 + 20 + 60

For Some Teachers

(20 + 60) x 100/80

For Few Teachers

60% Multiple Measures

(60) x 100/60

§3012-d

For Most in §3012-d

		Observation		
	Highly Effective (H)	**Effective (E)**	**Developing (D)**	**Ineffective (I)**
Highly Effective (H)	H	H	E	D
(E)	H	E	E	D
Developing (D)	E	E	D	I
Ineffective (I)	D*	D*	I	I

Student Performance

For Some in §3012-d

	Observation			
	Highly Effective (H)	Effective (E)	Developing (D)	Ineffective (I)
Highly Effective (H)	H	H	E	D
Effective (E)	H	E	E	D
Developing (D)	E	E	D	I
Ineffective (I)	D*	D*	I	I

Three-Minute Pause

It Could Be Worse

APPR that Works: Professional Capital

A Capital Idea

- Divide into pairs

- Read about the two kinds of capital

- Together,
  fill in the chart

Two Kinds of Capital	
Business Capital	Professional Capital

Two Assumptions About Teaching

Business Capital	Professional Capital
• may be emotionally demanding but it is technically simple. • is a quick study requiring only moderate intellectual ability. • is hard at first, but with dedication can be mastered readily. • should be driven by hard performance data about what works and where best to target one's efforts. • comes down to enthusiasm, hard work, raw talent, and measurable results. • is often replaceable by online instruction.	• is technically sophisticated and difficult. • requires high levels of education and long periods of training. • is perfected through continuous improvement. • involves wise judgment informed by evidence and experience. • is a collective accomplishment and responsibility. • maximizes, mediates, and moderates online instruction.

Professional Capital

$$PC = f(HC, SC, DC)$$

Human Capital (the quality of the individual)

+

Social Capital (the quality of the group)

+

Decisional Capital (growing wisdom & competencies of educators)

Hear It From Andy

Human Capital	Social Capital	Decisional C...

Take notes during the video

$$PC = f(HC, SC, DC)$$

Human Capital	Social Capital	Decisional Capital
● Qualifications ● Knowledge ● Preparation ● Skills ● Emotional Intelligence	● Trust ● Collaboration ● Collective responsibility ● Mutual assistance ● Professional networks ● Push, pull and nudge	● Judgment ● Case Experience ● Practice ● Challenge & Stretching ● Reflection

PC Inventory

- Take the **Human Capital** section of the Fullan & Hargreave's Principal Professional Capital Survey
- At your table, talk about "so what?"

PC Inventory

- Take the **Social Capital** section of the Fullan & Hargreave's Principal Professional Capital Survey

- At your table, talk about "so what?"

PC Inventory

- Take the **Decisional Capital** section of the Fullan & Hargreave's Principal Professional Capital Survey

- At your table, talk about "so what?"

$$PC = f(HC, SC, DC)$$

PC Inventory

- Districts are suggested to take the responses from all of their principals to create a "heat map"

- Suggestion to principals: Do this with your teachers using Fullan & Hargreave's *Teacher* Professional Capital Survey

PC = {HC, SC, DC}

Three-Minute Pause

Guidelines for Districts and School Leaders

- **Promote professional capital vigorously and courageously**
- Professional capital involves a change of culture in your school and in your district.

Guidelines for Districts and School Leaders

- **Secure leadership stability and sustainability**
- Stable and sustainable leadership prospers when there are incentives of recognition, support, reward and in the most troubled communities, encouraging principals and system leaders to stay rather than move up and move on.

Guidelines for Districts and School Leaders

- **Know your people: understand their culture**

- Professional Capital is about leaders taking the time to know their people and what their people do, and to know how to bring out the best from those people collectively.

Guidelines for Districts and School Leaders

- **Beware of contrived collegiality**
- Ultimately, developing professional capital is about helping people to help themselves and to help their students more effectively; it is not about manipulating them into complying with externally imposed requirements or delivering someone else's vision.

Guidelines for Districts and School Leaders

- **Be evidence informed, not data driven**
- Don't overload yourself with data so that you have no room as a community to think about anything else. *Remember: the point of data is to know your students.*

Three-Minute Pause

Evidence Collection Practice

Science Lesson

1. Watch it (mini)
2. Collect evidence, clean it up, sort, etc.
3. Score on the provided rubric: **Classroom environment focus**
4. Check out inter-rater reliability

Standard IV: Learning Environment

- Teachers work with all students to create a dynamic learning environment that supports achievement and growth.

Element IV.1

Teachers create a mutually respectful, safe, and supportive learning environment that is inclusive of every student.

a. Teachers are caring and respectful in their interactions with students.

b. Teachers embrace student diversity as an asset in the classroom.

c. Teachers recognize and reinforce positive interactions among students.

d. Teachers create a climate of acceptance and respect.

e. Teachers create an environment where students show responsibility to and for one another.

Element IV.2

Teachers create an intellectually challenging and stimulating learning environment.

a. Teachers encourage students to set high standards and expectations for their own performance.
b. Teachers motivate students to initiate their own learning and strive to achieve challenging learning goals.
c. Teachers promote students' curiosity and enthusiasm for learning.
d. Students are actively engaged in learning.
e. Students openly express their ideas.
f. Students show pride in their work and accomplishments

Element IV.3

Teachers manage the learning environment for the effective operation of the classroom.

a. Teachers establish, communicate, and maintain clear standards and expectations for student behavior.

b. Teachers develop, implement, and adapt routines and procedures to manage activities and transitions.

c. Teachers facilitate instructional groupings to maximize student participation, cooperation, and learning.

d. Students exhibit respectful classroom interactions.

Element IV.4

Teachers organize and utilize available resources (e.g., physical space, time, people, technology) to create a safe and productive learning environment.

a. Teachers arrange and adapt the physical environment to accommodate individual and group learning needs and to celebrate student accomplishments.
b. Teachers ensure that all students have equitable access to available resources and technologies.
c. Teachers effectively use the services and skills of available volunteers and paraprofessionals.
d. Teachers know and implement policies and procedures to ensure student safety.

Evidence Collection Practice

Feedback

What kind of feedback would you provide this teacher?

- Discuss at your table.
- Plan, especially, your opening line.

Preparing for the Summative Evaluation

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Preparing for the Summative Evaluation

TRANSITION

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Summative Evaluation

- SLO scoring conversion
- LAT scoring conversion
- Rubric scaling to 60 points
- Total Score > HEDI scale
- Growth-Producing Feedback
- PD recommendations
- Improvement Plan Requirements

C in Transition

End of Year Evaluation Summary (§3012-c)

Growth Score provided by State or from SLO (out of 20 points) _____

Local Achievement Score (out of 20 points) _____

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING						INEFFECTIVE		
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
>94%	90-94%	86-89%	84-85%	82-83%	80-81%	78-79%	73-77%	68-72%	63-67%	58-62%	53-57%	48-52%	43-47%	38-42%	33-37%	28-32%	23-27%	14-22%	7-13%	<7%

Multiple Measures Score (out of 60 points from observations) _____

Total Score (out of 100 points) _____

Advisory Score		Transition Score	
State 20%		State 20%	Not applicable
Local 20%		Local 20%	
Multiple Measures 60%		Multiple Measures 60%	
TOTAL		TOTAL (scale to 100%)	
HEDI rating		HEDI rating	

HIGHLY EFFECTIVE	EFFECTIVE	DEVELOPING	INEFFECTIVE
100-91 points	90-75 points	74-65 points	64-0 points

D in Transition

End of Year Evaluation Summary (§3012-d)

Student Performance HEDI Rating _____

HIGHLY EFFECTIVE			EFFECTIVE			DEVELOPING		INEFFECTIVE												
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
>97%	93-96%	90-92%	83-89%	80-94%	75-79%	67-74%	60-66%	55-59%	49-54%	44-48%	37-43%	34-36%	29-33%	25-28%	21-24%	17-20%	13-16%	9-12%	5-8%	<4%

Observation Rubric Score _____

	Overall Rating from Rubrics	
	minimum	maximum
(highly effective) H	3.50	4.00
(effective) E	2.50	3.49
(developing) D	1.50	2.49
(ineffective) I	0.0	1.47

Observation HEDI Rating _____

		Observation			
		Highly Effective (H)	Effective (E)	Developing (D)	Ineffective (I)
Student Performance	Highly Effective (H)	H	H	E	D
	Effective (E)	H	E	E	D
	Developing (D)	E	E	D	I
	Ineffective (I)	D*	D*	I	I

Advisory Score		Transition Score	
Student Performance HEDI		Student Performance HEDI	Not applicable
Observation HEDI		Observation HEDI	
Overall HEDI		Overall HEDI	

Closure:
Messaging the Transition

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3x3 Messaging Example

In a situation such as bullying or hazing:

1. Nothing is more important to us than our student's safety and well-being.

2. We have policies and procedures to ensure an environment of respect.

3. We respond promptly to any and all concerns raised by students and adults.

Messaging

- It's what we always say; you always say it no matter what.

- Using messaging is not natural.

- You can use it to manage any important or challenging conversation.

Messaging

For the messaging to work, the message must be:

- Written
- Honed
- Vetted
- Learned
- Practiced

Messaging

Messaging follows a 3x3 form:

- Three (exactly) messages (assertions, lofty claims, or even statements of values)
- Each with three (or more) proof points (facts, statistics, anecdotes)

Your Three-Point Message:

Teacher Evaluation, APPR & Transition

1.

2.

3.

Next Session

- March 22, 2016, 8:30a - 11:30a, McEvoy 701, Cortland ([register](#))
- March 22, 2016, 12:30p - 3:30p, McEvoy 701, Cortland ([register](#))
- March 21, 2016, 8:30a - 11:30a, Rodax 8 Conference Rooms, Henry Campus, Syracuse ([register](#))
- March 21, 2016, 12:30p - 3:30p, Rodax 8 Conference Rooms, Henry Campus, Syracuse ([register](#))