

Lead Evaluator Training

2014-2015 Ongoing Training
Day 3



INSTRUCTIONAL SUPPORT

Welcome Back!

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

Year 1

Lead Evaluator Training

- 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.

FFT Scorer Distribution



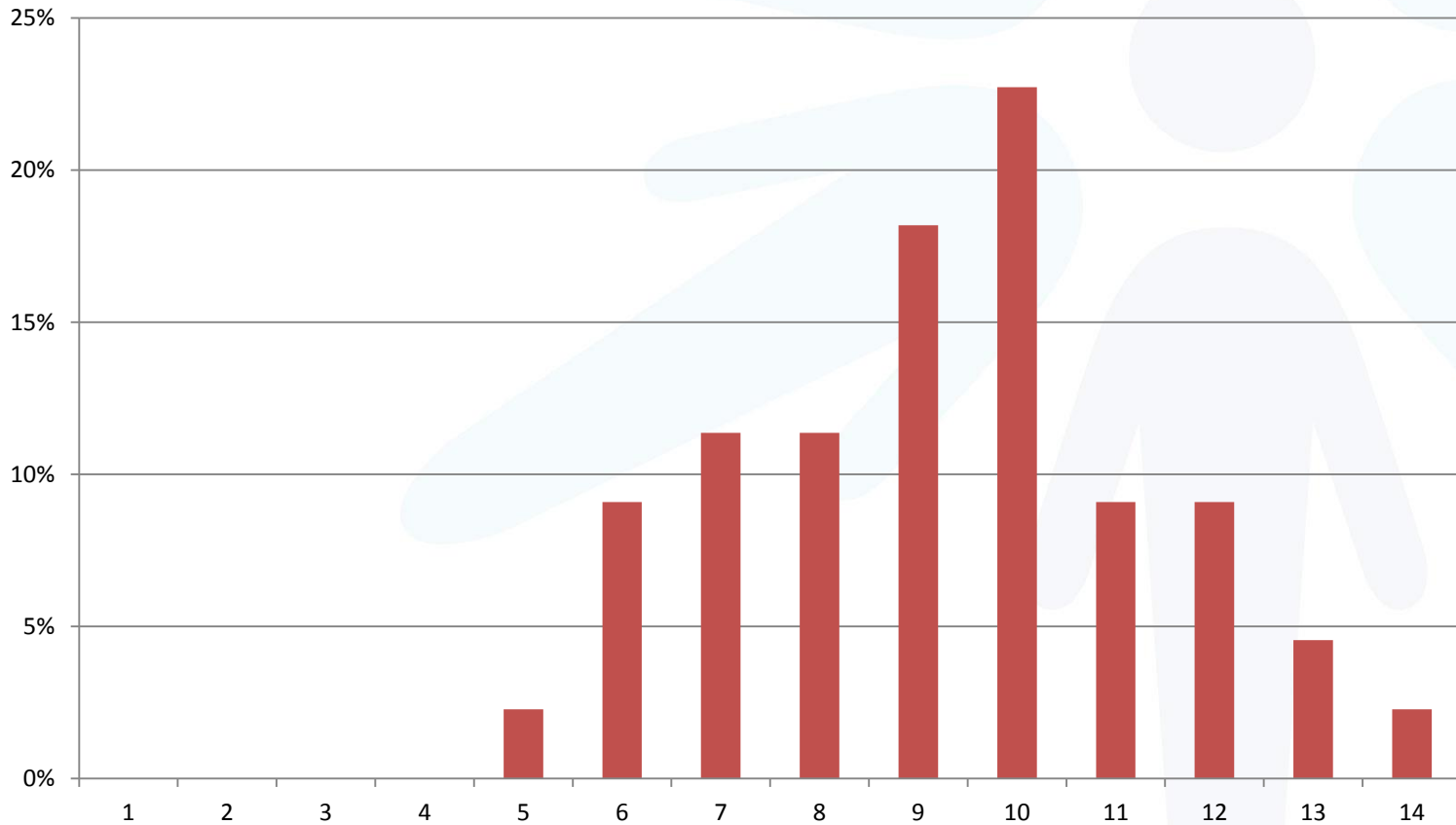
FFT Scorer Distribution

When a score was off from the “true score:”

- 4% scored lower
- 96% scored higher

NYSUT Scorer Distribution

Agreement with "True Scores"



NYSUT Scorer Distribution

When a score was off from the “true score:”

- 10% scored lower
- 90% scored higher



SO WHAT?

Agenda



- Growth Mindset
- Review of Artifacts
- Summative Evaluations
- End-of-the-year Meetings
- Looking Ahead to Next Year

Growth Mindset

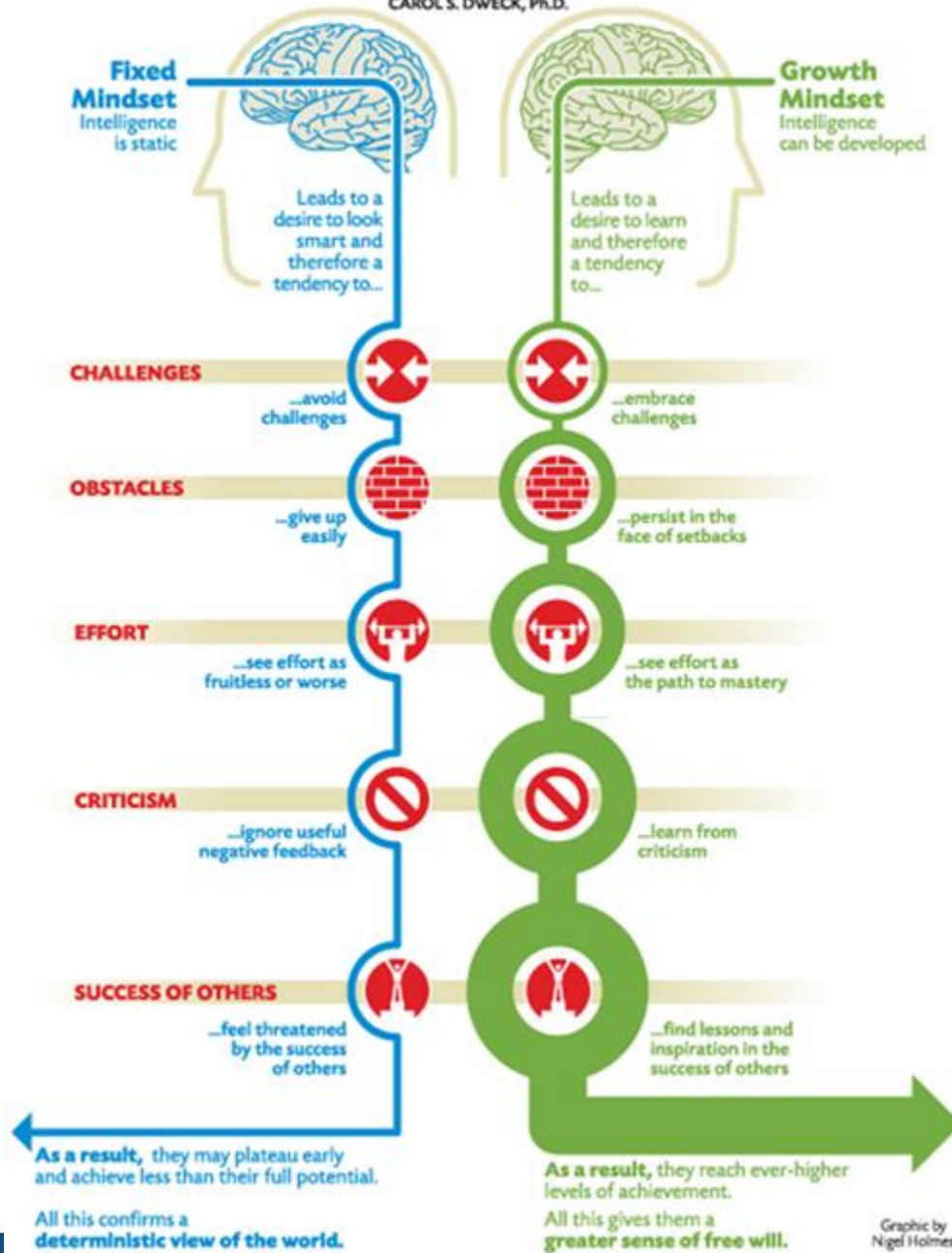
Connecting with
Research & Literature



INSTRUCTIONAL SUPPORT

TWO MINDSETS

CAROL S. DWECK, Ph.D.



Graphic by Nigel Holmes

Growth Mindset

1. Read a recent article about mindset and teachers.
2. Think about your staff and the things you hear in your school.
3. Identify some things you could do to foster a Growth Mindset

1. Growth Mindset

Read a recent article about mindset and teachers.

- Every few minutes you will be prompted to “say something” about what you’ve read so far to a partner.
- This will repeat several times.

2. Growth Mindset

Think about your staff and the things you hear in your school.

- Jot down on either side some of the things you've heard in your school about both mindsets (on the back side of the article).

3. Growth Mindset

Identify some things you could do to foster a Growth Mindset.

- Talk at your table about some of the things you can do.
- Record these at the bottom of the page.

Beginning of the Year



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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

“Middle” part of the Year



INSTRUCTIONAL SUPPORT

The Year at a Glance

Beginning of the Year

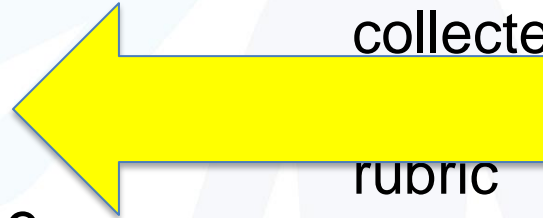
- Beginning of the year meeting
- Standards I and II
- SLO and local (LAT) target setting

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



End-of-the-Year



INSTRUCTIONAL SUPPORT

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 Collection by Teacher
- Evidence Collection
- Sharing the evidence
- Formative Conversations

End of the Year

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

Artifacts

Examine some new artifacts. These artifacts are in the “end of the year” section, paper-clipped together. Take a look at them. Talk about them. Use the organizer.

The form is titled "Review of Artifacts" and features the OCMBoces logo in the top right corner. It contains a table with four columns: "Artifact", "What you see", "What you don't see", and "Questions for when you meet with the teacher". The table has five rows for data entry.

Artifact	What you see	What you don't see	Questions for when you meet with the teacher

Time Out: Taking Stock



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Taking Stock

- Reflect on the progress you have made this year:

LAST YEAR

Taking Stock OCMBoces

Reflect on the progress you have made so far this year.

Off and running...	Making progress with...	Not yet but on "to-do" list...	Standards Could be things like:
			<ul style="list-style-type: none">• English Language Arts• Mathematics• Science• Social Studies• Writing• Other
Off and running...	Making progress with...	Not yet but on "to-do" list...	Data Could be things like:
			<ul style="list-style-type: none">• Common Formative Assessments• Collaboration• Protocols• Common Planning Time• Other
Off and running...	Making progress with...	Not yet but on "to-do" list...	Professional Practice Could be things like:
			<ul style="list-style-type: none">• Teaching Standards• Engagement/Constructivism/21C Skills• Growth Producing Feedback• HW and other assignments• Assessments• Other

Top Three Reflections

Think back on ***this year***. What were the three “biggies” for your school this year:

1. Instructional:
2. Cultural:
3. Other:

Top Three Reflections

OCMBOCES

What were the three “biggies” for your school *this year*?

1. Instructional Emphasis:
2. Cultural Emphasis:
3. Other:

What are you thinking will be the three “biggies” for your school *next year*?

1. Instructional Emphasis:
2. Cultural Emphasis:
3. Other:

Top Three Reflections

Look ahead to *next year*. What might be the three “biggies” for your school this year:

1. Instructional:
2. Cultural:
3. Other:



Top Three Reflections

OCMBoces

What were the three “biggies” for your school *this year*?

1. Instructional Emphasis:
2. Cultural Emphasis:
3. Other:

What are you thinking will be the three “biggies” for your school *next year*?

1. Instructional Emphasis:
2. Cultural Emphasis:
3. Other:

Summative Score

Calculate Mr. Greenburgh's summative score for the year.

- He received a “10” for his state growth score.
- Use the roster to calculate his LAT score
- Use the rubric score summary to determine his 60 points (using the methodology for your district)

PD Recommendations

What will be your PD recommendations for Mr. Greenburgh for next year?

- Look at his artifacts
- Look at his scores from the rubric
- Think about your “biggies” for next year



SO WHAT?

Folder Organization

Please reorganize the folder:

1. Beginning of the Year section
2. Lesson section
3. End of the year section
4. Rubric (in order)

End-of-the-Year Meetings

Individual Meetings
and/or
Group Meetings



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Meeting Plan (or Map*)

- Yes, it is about summative requirements
- But it is about more:
 - Reflection
 - School-wide reflection and progress toward goals
 - Setting the stage for next year

Preparing for the Meeting(s)

- What will your agenda be for the individual or group end-of-the-year meetings?
- Recall from the research we looked at last year that teachers report that uncertainty about process and expectations is a source of anxiety

Preparing for the Meeting(s)

- Take a few moments to jot down what your end-of-the-year meeting agenda might look like

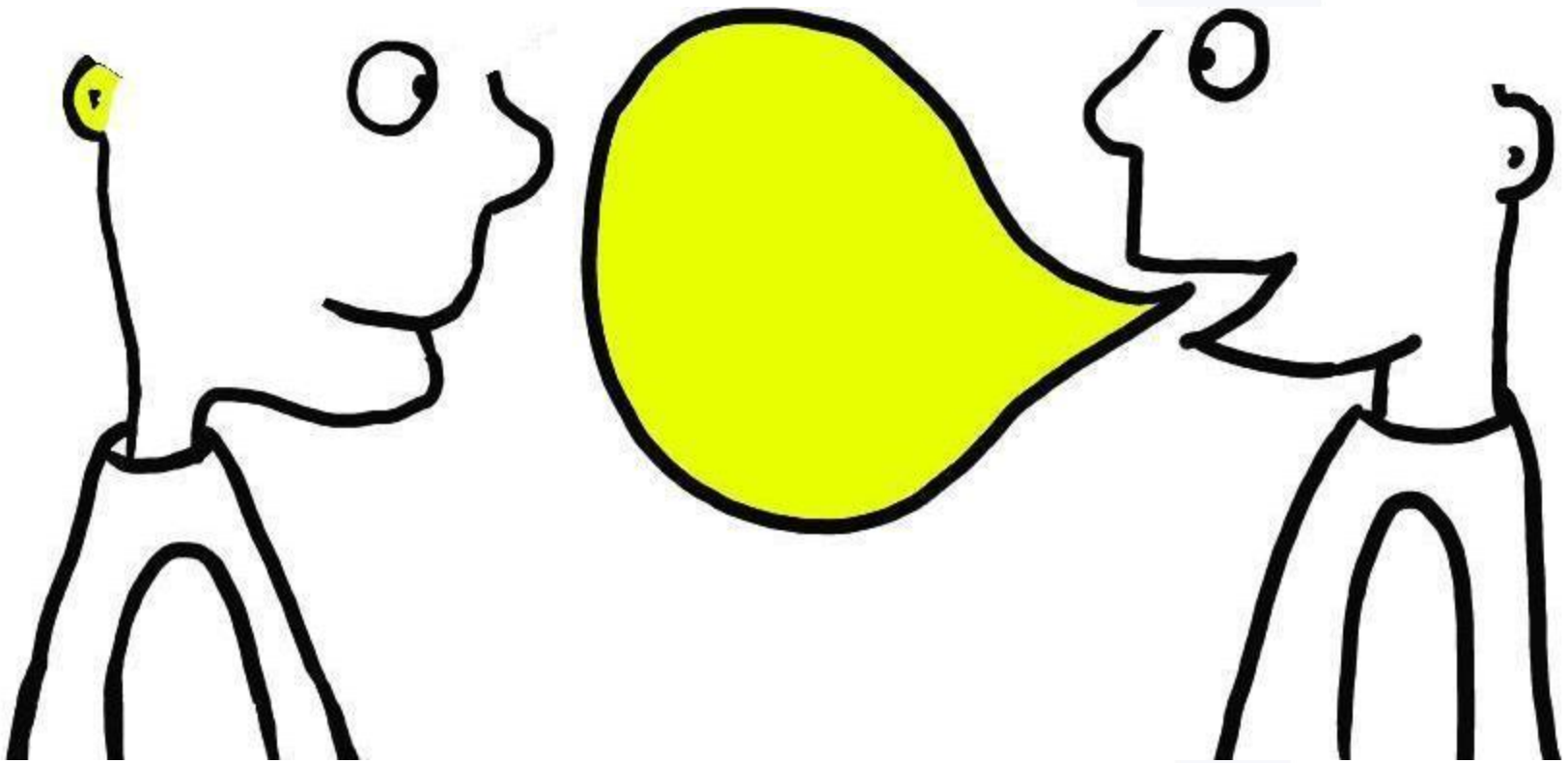
End-of-the-Year Meeting Planner

Create the agenda in the space below for your End-of-the-Year Meetings. Consider:

- What must get done, according to regulations?
- What must get done according to the district APPR plan?
- What are your goals for these meetings?
- What might the teacher want from these meetings?
- How can this meeting contribute to next year?
 - The "biggies" from this year
 - Instruction
 - Culture
 - Other
 - The "biggies" for next year
 - Instruction
 - Culture
 - Other
- In what order should you proceed?
- What are the record-keeping processes that must be followed?

Growth-Producing Feedback

- With your neighbor, plan your conversation with the teacher



Closure Activity



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Next Year

- Year One Cohort for New Administrators? Likely?
- Ongoing Training (need your input)
 - Likely 3 sessions
 - Timing similar to last year?
 - Four repeats to choose from?
 - What else?

Closure: Next Year

On note paper, write a quick letter to Jeff about what you would like to see included in or changed for Lead Evaluator Training, *NEXT YEAR.*

Leave it at your table.

Dear Jeff: