Lead Evaluator Training

2015-2016 Ongoing Training
Day 3

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Welcome to Day 3

- 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
6. Application and use of State-approved locally selected measures of student achievement	6. Application and use of State-approved locally selected measures of student growth
7. Use of the Statewide Instructional Reporting System	7. Use of the Statewide Instructional Reporting System
8. Scoring methodology used to evaluate teachers and principals	8. Scoring methodology used by the state and the district
9. Specific considerations in evaluating teachers and principals of ELLs and students with disabilities	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

- Transition: §3012-c and §3012-d
- Research: Widget Effect
- Literature: Smorgasbord
- Evidence Collection & Scoring (with feedback)
- Summative Evaluation (in light of the changes)

Warm Up Activity

At your table, outline what the "transition" means for your teachers, THIS YEAR.

Warm Up Activity

Worksheet:

- Review each of the transition score scenarios. Determine the score(s) and rating(s) for each teacher or principal.

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Transition Score Scenarios

Situation	Score Components	Score(s) & HEDI Rating As Determined in 2015-2016	
		Original (or Advisory)	Transition (if applicable)
Eighth grade science teacher in §3012-c. Four classes of 20 students each of physical science. One class of 30 students of accelerated earth science. District-wide LAT based on graduation rate.	8th Grade Test SLO 18 pts		
	ES Regents SLO 11 pts		
	District LAT 18 pts		
	NYSUT Rubric 52 pts		
Fourth grade classroom teacher in §3012-c. The district uses a district-wide LAT based on 5 Regents Exams.	State growth ELA 11 pts		
	State growth math 12 pts		
	District LAT 18 pts		
	FFT Rubric 56 pts		
Fifth grade 6:1:1 special education teacher in §3012-c. There are four students in the class who take the new Common Core-based NYSAA. The district uses 3-8 improvement calculation for LAT.	NYSAA ELA 12 pts		
	NYSAA math 18 pts		
	District LAT 16 pts		
	NYSUT Rubric 58 pts		
Second grade classroom teacher in §3012-c. Math SLO based on AIMSweb and ELA SLO based on district-wide assessment. LAT a school-wide measure based on number of students who received a 4 on 3-8	Math SLO 15 pts		
	ELA SLO 11 pts		
	LAT 17 pts		
	FFT Rubric 55 pts		
Eleventh grade ELA teacher in §3012-d. SLO is based on Common Core-based C ELA Regents Examination. District-wide SLO based on four Regents Exam composite.	ELA SLO 13 pts		
	District Composite Highly Effective		
	FFT Rubric 57 pts		

The Widget Effect

- The New Teacher Project (2009) labeled the failure of systems to discriminate among teacher performance as "the Widget Effect."

- Less than 1% of teachers rated unsatisfactory

- But 81% of administrators and 57% of teachers could identify a teacher in their school that was unsatisfactory

The Widget Effect

- Findings led to changing evaluation practices

- Influenced RTTT requirements

- Many states changed their practices

The Widget Effect - REVISITED

- 2.7% rated below satisfactory
- Evaluators estimate 27.8% below satisfactory
- Evaluators expected fewer unsatisfactory ratings than were deserved going in

The Widget Effect - REVISITED

- Reasons for inflation:
  - Factoring in potential
  - Personal discomfort
  - It could be worse
  - Skewed systems

The Widget Effect - REVISITED

- Reasons for inflation:
  - Factoring in potential
  - Personal discomfort
  - Lack of faith in the overall system
  - Disagreement with foundation
  - It could be worse
  - Skewed district-determined scoring systems

The Widget Effect - REVISITED

- Local Research Project
  - Please fill in information about your school or district and leave it behind.
  - Anonymous survey

Revisiting the Widget Effect   OCMBOCES

Approximate # of teachers at your school: _____

Which rubric do you use (please circle):   NYSUT   FFT

In your opinion, what percent of teachers at your school perform at an Ineffective, Developing, Effective, or Highly-Effective level?

Ineffective:
Developing: _____ %
Effective: _____ %
Highly Effective   _____ %
TOTAL: _____ %
                         100%

Based on your best guest, what percent of teachers at your school will receive a summative performance rating of Ineffective, Developing, Effective, or Highly-Effective level?

Ineffective:
Developing: _____ %
Effective: _____ %
Highly Effective   _____ %
TOTAL: _____ %
                         100%

Please leave this sheet at your table. Please do NOT put your name or district on this form so that confidentiality can be preserved. THANKS!

Three-Minute Pause

Literature: Smorgasbord

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Article Read & Share

1. Look the articles over
2. Choose one that interests you
3. Read it
4. Take turns discussing when all done

Article Read & Share

Identify the connection between the different article that your table read

?

Evidence Collection Practice

ELA 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

Scoring

1. Compare your evidence
2. Look at the rubric, decide what you can score (probably not everything)
3. Determine a score for those items

Feedback

What kind of feedback would you provide this teacher?

- Discuss at your table.

- Plan, especially, your opening line.

Connect Back

Make a connection between the conversation you want to have with the teacher and one (or more) of the articles we read today.

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 Scores HEDI scale
- Growth-Producing Feedback
- PD recommendations
- Improvement Plan Requirements

TRANSITION

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	

One Last Transition Practice

- 4th grade classroom teacher
- Combined ELA and math growth score from state 13 pts
- For LAT, 2/3 of students met the target on the 4th grade science test
- Rubric score of 3.2 translates to 55 pts

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:

Lead Evaluator Training

See you next year!

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