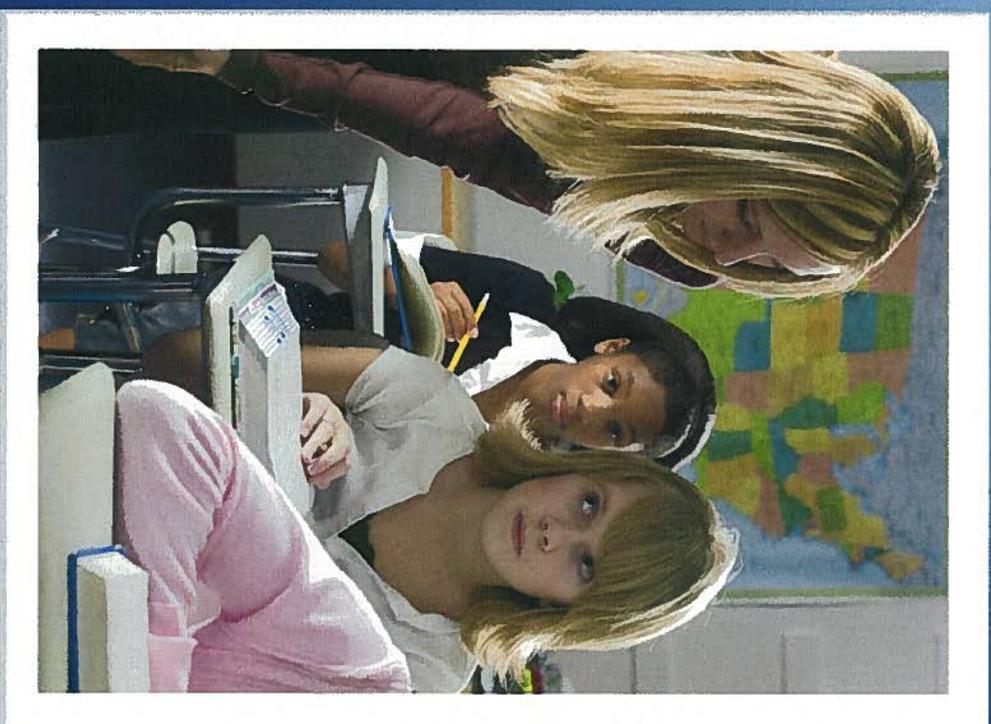


Welcome

- Agenda
 - Reflections of Leading the Learning
 - Race to the Top
 - Walk-throughs and it's impact on gathering evidence of teacher effectiveness
 - Others



Leading the Learning

- How have I implemented *Leading the Learning* in conducting more effective meetings and supervising staff?
- In trios, discuss how this will apply to the groups that I work with.
- Share with your table-mates your work

Process

- Review the document at your table
- Identify key elements of the document as it relates to the guiding question. Place elements on sticky notes
- Discuss your reflections in trios
- Share trio thoughts with table groups
- Choose a spokesperson for the group



Work of the Day

- Purpose:
 - To process through important Race to the Top documents and apply the key elements to supervision and evaluation



If we want teachers who perform in the described ways, we need to be **Leaders of the Learning** who...



believe in learner-centered education and

- see ourselves as one learner in a community of learners
- view ourselves as educators first and then as administrators
- fully understand standards as important for learning
- reflect belief in SBE through language, actions, and interactions
- help everyone in school share responsibility for everyone else's learning
- let learner needs drive decisions
- see what students and staff can do as "works in progress"
- stimulate learning by sharing responsibility and accountability
- see school as a learning organization
- support missions and goals that reflect a focus on the learner

align processes in support of content standards and

- exhibit a working knowledge of standards
- understand how standards match the broader framework of the school's vision, values, mission, and improvement plan; examine how standards affect each product, project, or program
- work with staff to develop programs that integrate home, school, and community in meeting the needs of all students
- encourage and align appropriate standards-based accountability measures for staff and students through ongoing processes
- use baseline data to guide curriculum, instruction, and assessment practices in support of standards
- ensure that these efforts result in the emergence of more coherent and effective standards-based systems

provide success opportunities for all learners and

- recognize that a wide spectrum of learning opportunities is needed to meet all needs and accommodate all learning styles and intelligences
- communicate that each student is intelligent
- provide multiple ways for students to express learning, for teachers to assess students, and for students to improve their work
- use student success as a criterion for quality education

Excerpted with permission from Essential Roles and Responsibilities within a Standards-Based Education System, developed by the SBE Design Team, Centennial BOCES, Longmont, CO, 1998

If we want teachers who perform in the described ways, we need to be **Leaders of the Learning** who...



- review student's work to understand what happens in classrooms
- give continuous and immediate performance feedback to staff
- provide resources so there are "no excuses" for learners
- provide professional development so that teachers can help all students learn, including opportunities for educators to share what they know about how students learn best

are reflective & use data to influence policies & practices and

- widen sources of data by including anecdotal data as well as "hard" data such as standardized test scores; widens quantitative data through scores on standards-based problems, presentations of learning, attendance, turnover; widens qualitative data by looking regularly at student work, especially "best effort" work
- ask hard questions about student achievement data; why do some students meet standards? Why is the performance of other students less than adequate? What are WE going to do about it?
- analyze data by looking for patterns, themes, trends, gains, losses, and sudden changes
- analyze data on individual and group levels
- read common text with staff and collaboratively identify implications for practice.
- sponsor self-study groups
- know what happens in classrooms--what the standard is, what the content and objectives are, how these relate to learner ability, and where the group is and why

Practice stewardship in support of standards and

- value and encourage shared leadership, responsibility, and decision making in recognition of individual and collective commitment to student learning
- encourage meaningful, effective, and productive partnerships and collaboration
- understand the need for and elicit community involvement in partnerships with the school
- recognize the need to make sure that everyone has a role in defining the school, and that people need to do meaningful work
- communicate effectively; fully values and focus on understanding all the voices in the community
- identify and clearly articulate commonly held community beliefs

Excerpted with permission from *Essential Roles and Responsibilities within a Standards-Based Education System*, developed by the SBE Design Team, Centennial BOCES, Longmont, CO, 1998



Just for the ASKing!

by **Bruce Oliver**

August 2006

Volume III

Issue IV

Just for the ASKing! is a monthly column that addresses the needs of instructional leaders, particularly building level administrators. Each month, this column provides information, insights, and suggestions that help administrators as they strive to be instructional leaders in schools. This month's focus is on lesson plans for principals.

Lesson Plans for Principals



Bruce facilitating the Leading the Learning workshop.

As a principal, I knew that my most important responsibility was to be the instructional leader of the school. Even though I knew that, the urgent sometimes replaced the important and our once-a-month faculty meetings occasionally lacked an instructional focus. I reverted to announcements, reminders and administrivia. These were not my proudest moments.

In order to create a culture for learning, it is important for all of us to keep teaching and learning as the focal point of staff meetings. It would have been wonderful to have had a readily available resource to use in planning lessons that engaged staff in professional conversations and provided strategies or ideas they could use in their instructional programs. My goal this month is to provide you such a resource so that you have a few lesson plans readily available for faculty meetings.

When planning instructionally-focused faculty meetings, keep the following considerations in mind:

- Explicitly model the standards-based (SBE) planning process. Start by determining what you want the faculty to know or be able to do. Then decide what the evidence will be to prove that the skills or knowledge are being used by the teaching staff. After that develop a plan for presenting the key ideas to the staff. When you model the SBE planning process, you reinforce that this is the planning method staff should use.
- One-shot presentations on an isolated topic do not have a long-term impact. When you design a lesson for the faculty, do not plan just for the meeting; also plan follow-up activities. Provide additional resources that help faculty members implement strategies, remind staff members in newsletters or e-mails, and engage in one-on-one dialogues with teachers.
- Base decisions about areas of focus on an analysis of patterns and trends in standardized and locally generated student achievement data and/or an analysis of students work. An alternative approach is to use data you gather in classroom observations, walk-throughs, and conversations to identify research-based strategies that would enhance faculty repertoires.
- Ask teachers who have implemented effective and creative instructional or assessment approaches with their students to share their work with the entire staff. Orchestrate opportunities for all members of the administrative staff to be seen as instructional leaders. Faculty need to know that those who supervise and evaluate them are competent teachers. Having others lead faculty meetings also allows you to participate and model being a lifelong learner.

- Adults internalize and use strategies that they experience firsthand. Thus, it is important to plan sessions that enable staff members to participate actively in the learning. Likewise, teachers need to see and hear examples from classrooms similar to their own in order to be able to apply their new learning with their students. In her book, *Leading the Learning*, Paula Rutherford provides 19 different active learning strategies you can use in designing lessons for faculty meetings. When you use these active learning experiences with your staff, you are better able to engage them in learning and, at the same time, have them experience an active learning strategy that they will be able to use with their students.

Four possible lesson plans are presented here to assist you in planning instructionally-focused faculty meetings.

Lesson Plan 1: Growth-Producing Feedback

Back issues of *Just for the ASKing!* provide research-based learning experiences for you and your faculty. The October 2005 issue entitled **Growth-Producing Feedback** provides detailed information about how and why feedback to students can lead to increased student achievement. To structure this lesson:

- Provide copies of the newsletter to all staff members. Ask them to read it and bring it to the faculty meeting.
- At the meeting, make sure staff members understand the definition and power of feedback and how it should be provided for students.
- Provide copies of the tool attached to the newsletter. Have teachers consider a variety of responses that they typically give to students.
- Their conversations should evolve around whether or not the comments provide feedback that help students truly learn.
- By the end of the session, teachers should have a clearer understanding of how to structure feedback so that students can make adjustments that result in improved learning.

Lesson Plan 2: Formative Assessment Data and Multiple Opportunities to Demonstrate Learning

It is important for teachers to use formative assessment data to inform their instructional decisions. Giving students one opportunity to demonstrate their learning is not educationally sound if we truly expect our students to learn. We must provide follow-up opportunities for our students to benefit from their mistakes and thus, truly learn. To structure this lesson:

- Establish that, as a staff, you are already focused on answering the questions: What are students supposed to learn? And how will we know that they have learned it?
- Then have faculty members meet in small groups to discuss the question: How will we respond when students do not learn what they are supposed to learn the first time?
- Identify a facilitator and recorder for each group.
- Have recorders submit the responses from their group discussions.
- Summarize the ideas in either a memo or email them to the entire staff.

Lesson Plan 3: Framing the Learning

The December 2005 issue of *Just for the ASKing!* newsletter entitled **Framing the Learning** provides a ready-made lesson plan that can lead to lively discussions and simultaneously reinforce excellent planning practices among the members of the staff. This issue provides readers with specific steps to take to set the stage for learning. To structure this lesson:

- Provide copies of the newsletter to staff members.
- Ask staff members to read the article with a focus on clearly defining the term **Framing the Learning** and determining the six specific steps a teacher should take in order to ensure that students are fully prepared to learn new content.
- Have staff members engage in conversations about the definition and bring personal meaning to each of the six steps through their exchange of ideas.

- Have each teacher make a two-column chart with the headings **On Target** and **Still Working On It** at the top of each column and then record each of the six steps in framing the learning under one of the two headings.
- The **Still Working On It** column provides targeted goals for teachers as they plan future lessons and units.
- Open the next faculty meeting by having teachers share the component of **Framing the Learning** they tried in their classrooms and how it impacted learning.

Lesson Plan 4: Top Ten Questions to Ask Myself as I Design Lessons

Throughout Paula Rutherford's books, a recurring theme is the importance of good planning. The first page of each chapter of *Instruction for All Students* begins with a page entitled **Top Ten Questions to Ask Myself as I Design Lessons** (see the end of this newsletter for the attachment) The questions not only reinforce the importance of the standards-based planning process, but they also stimulate teachers to think proactively about the variables they should consider when planning. The questions include topics such as pre-assessment, task analysis, student processing, checking for understanding, helping students make real world connections, and meeting the needs of the diverse learners in their classrooms. To structure this lesson:

- Provide teachers with copies of the ten questions at a faculty meeting.
- Have staff members engage in conversations in which they discuss how they "bring life" to each of the ten questions.
- Ask teachers to select one question to focus on during the next month and come to the next faculty meeting ready to share with colleagues what they and their students accomplished through this focus.

Principals are often selected from the ranks of the teaching staff to lead the school because they are considered master teachers. Although the job of the principal has become exceedingly complex, a good principal always remembers that the primary purpose of the school is teaching and learning and assumes the role of master teacher as frequently as possible.

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TOP TEN QUESTIONS

to ask myself as I design lessons

1. What should **students know and be able to do** as a result of this lesson? How are these objectives related to national, state, and/or district standards?
2. How will **students demonstrate what they know and what they can do**? What will be the **assessment criteria** and what form will it take?
3. How will I find out what students already know (**pre-assessment**), and how will I help them access what they know and have experienced both inside and outside the classroom? How will I help them **build on prior experiences, deal with misconceptions**, and reframe their thinking when appropriate?
4. How will new knowledge, concepts, and skills be introduced? Given the **diversity of my students** and the **task analysis**, what are my **best options for sources and presentation modes**?
5. How will I **facilitate student processing (meaning making)** of new information or processes? What key questions, activities, and assignments (in class or homework) will promote understanding, retention, and transfer?
6. What shall I use as **formative assessments** or **checks for understanding** during the lesson? How can I use the **data** from those assessments to **inform my teaching decisions**?
7. What do I need to do to **scaffold instruction** so that the learning experiences are productive for all students? What are the multiple ways students can access information and then process and demonstrate their learning?
8. How will I **Frame the Learning** so that students know the objectives, the rationale for the objectives and activities, the directions and procedures, as well as the assessment criteria at the beginning of the learning process?
9. How will I build in opportunities for students to make **real-world connections** and to learn and use the **rigorous and complex thinking skills** they need to succeed in the classroom and the world beyond?
10. What adjustments need to be made in the **learning environment** so that we can work and learn efficiently during this study?

What Elements Are You Using? Standards-Based Education

Give yourself a boost of confidence by taking this quick assessment to identify the elements of Standards-Based Education (SBE) you are currently using.

Curricular materials are selected or developed because they address content standards.

Never Seldom Sometimes Often Always

Instructional strategies are selected or developed that give students opportunities to learn and practice the expectations outlined in the standards.

Never Seldom Sometimes Often Always

What students know and are able to do is clearly defined before a unit of instruction begins.

Never Seldom Sometimes Often Always

Documentation of student learning other than grades is provided to students and parents.

Never Seldom Sometimes Often Always

Students share the responsibility for monitoring their progress toward the standards.

Never Seldom Sometimes Often Always

Student performance on assessment is used to revise and refine the selection of curriculum, instruction, and assessment activities.

Never Seldom Sometimes Often Always

Instruction and assessment are adapted to accommodate students with special needs or alternative learning styles.

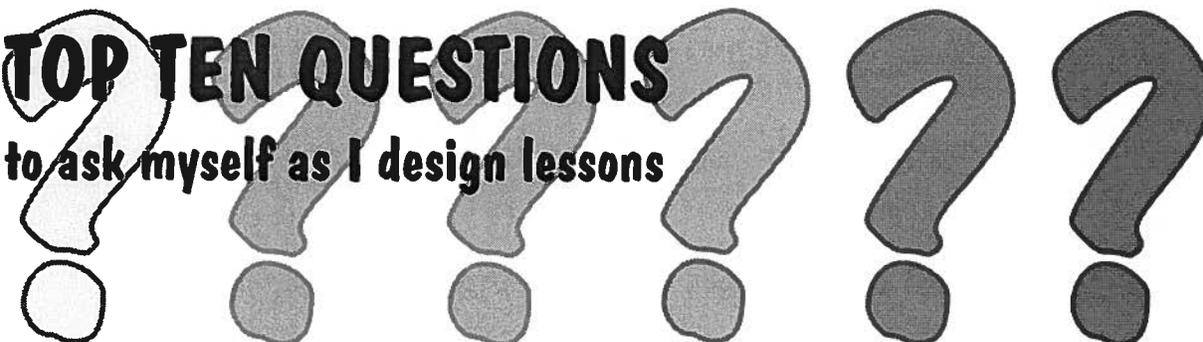
Never Seldom Sometimes Often Always

Lesson plans focus on what is to be learned rather than what is to be taught.

Never Seldom Sometimes Often Always

TOP TEN QUESTIONS

to ask myself as I design lessons



1st Oval

1. What should **students know and be able to do** as a result of this lesson? How are these objectives related to national, state, and/or district standards? How are these objectives related to the **big ideas/key concepts** of the course? Consult your state and district learning standards and your district curriculum for guidance with this question. See pages 43-45 for information on big ideas and key concepts.

2nd Oval

2. How will **students demonstrate what they know and what they can do**? What will be the **assessment criteria** and what form will it take? See pages 149-181.

TOP TEN QUESTIONS

3rd Oval: Questions 3 - 10 address the 3rd Oval.

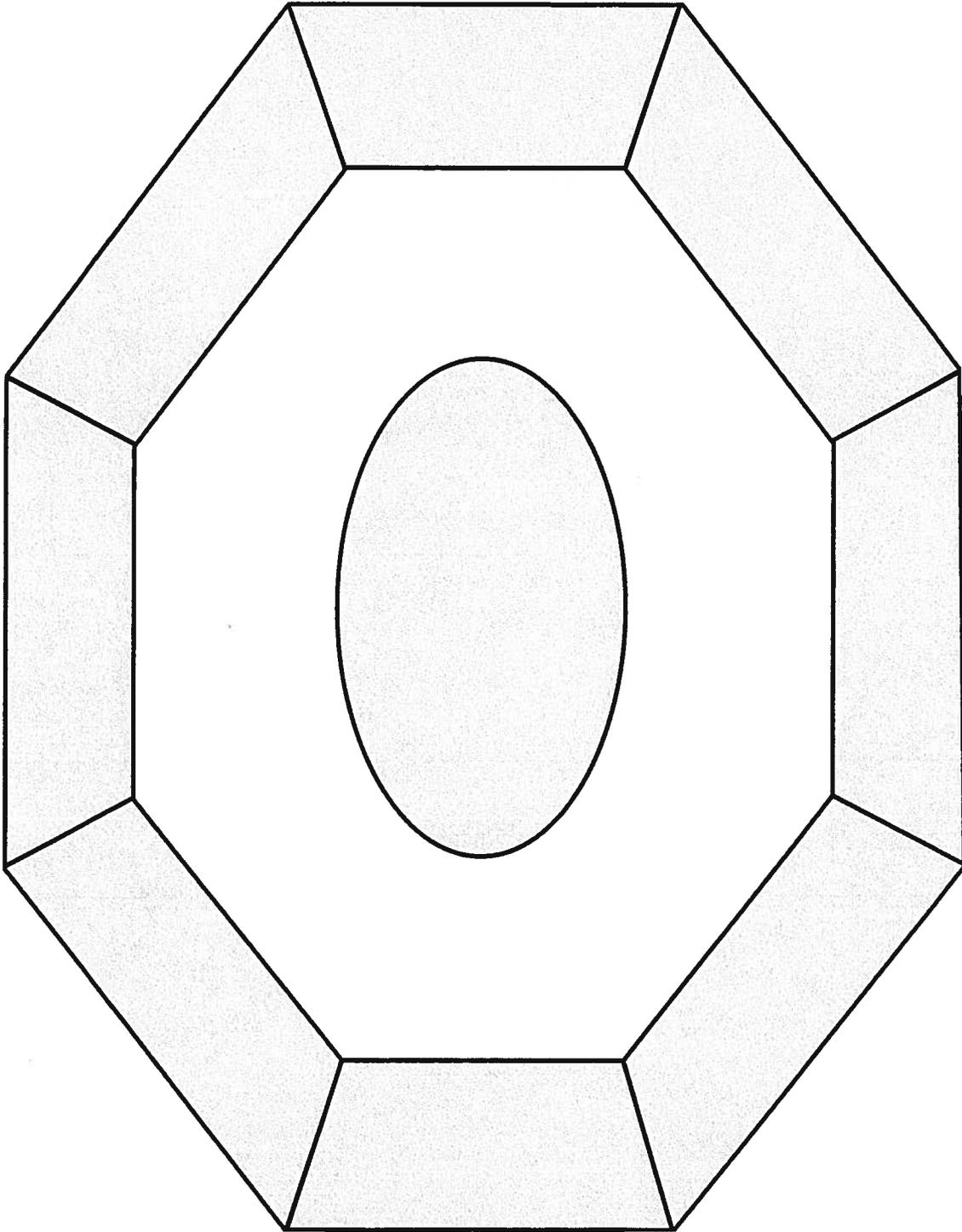
3. How will I find out what students already know (**pre-assessment**), and how will I help them access what they know and have experienced both inside and outside the classroom? How will I help them **build on prior experiences, deal with misconceptions**, and reframe their thinking when appropriate? See pages 57-61.

4. How will new knowledge, concepts, and skills be introduced? Given the **diversity of my students** and the **task analysis**, what are my **best options for sources and presentation modes**? See pages 55-82.

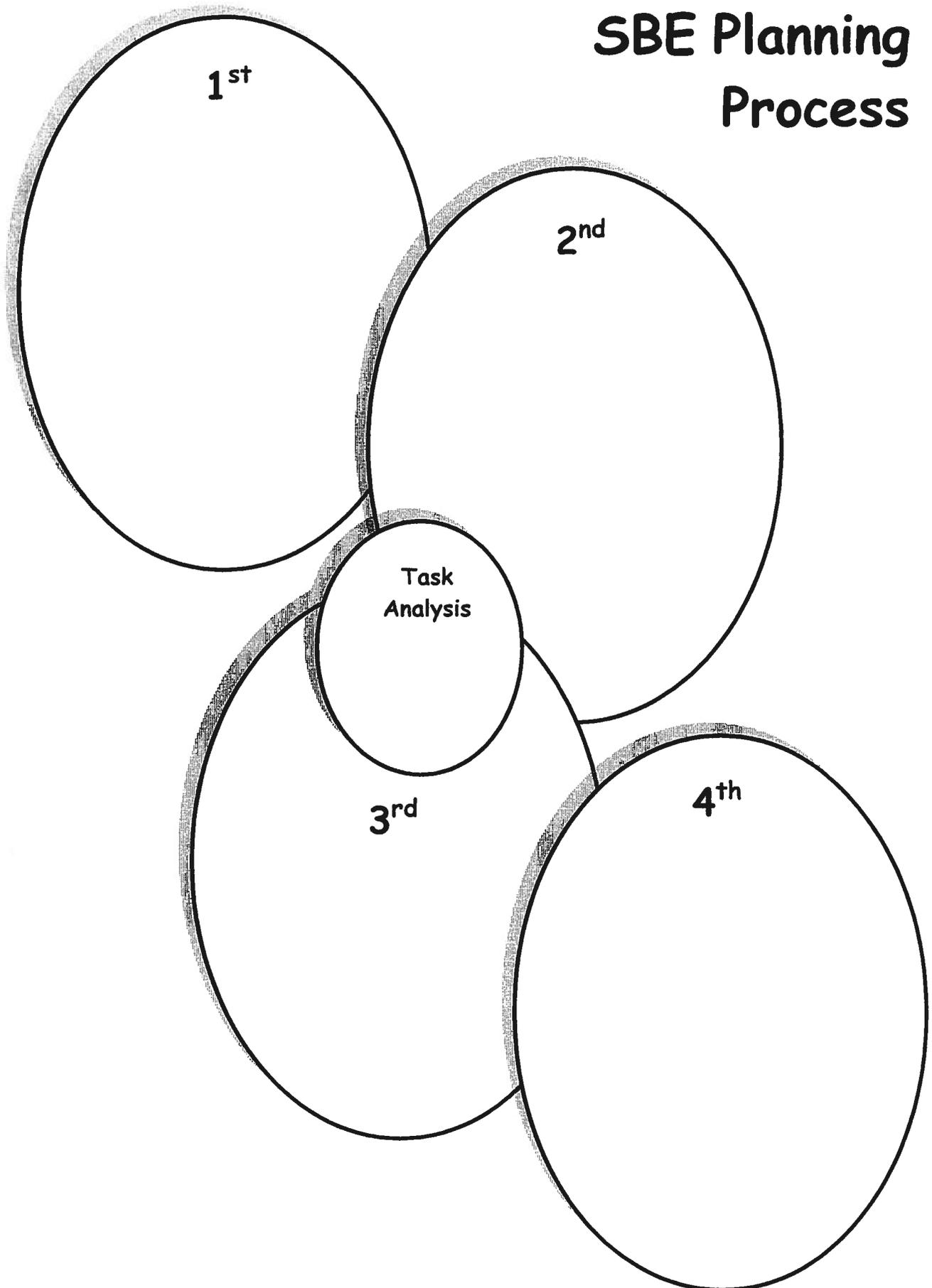
TOP TEN QUESTIONS

5. How will I **facilitate student processing (meaning making)** of new information or processes? What key questions, activities, and assignments (in class or homework) will promote understanding, retention, and transfer? See pages 122-148.
6. What shall I use as **formative assessments** or **checks for understanding** during the lesson? How can I use the **data** from those assessments to **inform my teaching decisions**? See pages 154-156, 283-285.
7. What do I need to do to **scaffold and extend instruction** so that the learning experiences are productive for all students? What are the multiple ways students can access information and then process and demonstrate their learning? See pages 195-216.

My Frame of Reference for...



SBE Planning Process



3.

2.

1.

AUGUST 20, 2010 MEMO GUIDING QUESTION

Looking at the minutes from the Planning Committee, how might the recommendations change our thinking about the Building Planning and goal setting process?

District Steering Committee Agenda

January 13, 2011

- ▣ Welcome
- ▣ Review of the purpose of this meeting
- ▣ Overview of recommendations of School improvement Committee
- ▣ Process through the support documents
- ▣ Recommend modification of the documents

Proposed Building Planning Process Guiding Question

Looking at the proposed process from the Planning Committee, how might the recommendations change our thinking about the Building Planning and goal setting process?

Unpacking the Building Improvement Plan Guiding Question

- ▣ How might this document help BPT's to develop their plans?
- ▣ What elements should be added to this document?

Building Improvement Plan Guiding Question

- ▣ How might this document help BPT's to be more strategic in their planning?
- ▣ What elements of this chart need to be modified?

School Improvement Timeline

Guiding Question

- Does this chart reflect a realistic timeline for development or modification of plans?
- What modifications or adjustments do you recommend?

Guiding Question

- ▣ How might this document help BPT's to be more strategic in their planning process?



Innovation Fund Project

**Improving Teacher Effectiveness
Through Standards and a
Comprehensive Teacher Evaluation
System**

RACE TO THE TOP

NYSED

LaWS of NYS

- Chapter 103
- Section 3012C

**INNOVATION
PROJECT**

- AFT/NYSUIT
- NSEEA/NSEESD

APPR

School districts/BOCES are required to conduct annual evaluations of all classroom teachers consistent with the APPR Plan

- Single composite score** that determines a teacher's rating within four categories
- Multiple measures**, that include student growth
- Employment decisions** (retention, promotion, tenure, supplemental compensation and professional support.)
- Training** for all teacher evaluators and professional support for teachers
- Appeals process**

New York State Teaching Standards - October 2010

1. Knowledge of Students and Student Learning
2. Knowledge of Content and Instructional Planning
3. Instructional Practice
4. Learning Environment
5. Assessment for Student Learning
6. Professional Responsibility and Collaboration
7. Professional Growth



Multiple Measures

The composite score must be based on multiple measures and describe the criteria to evaluate teachers including:

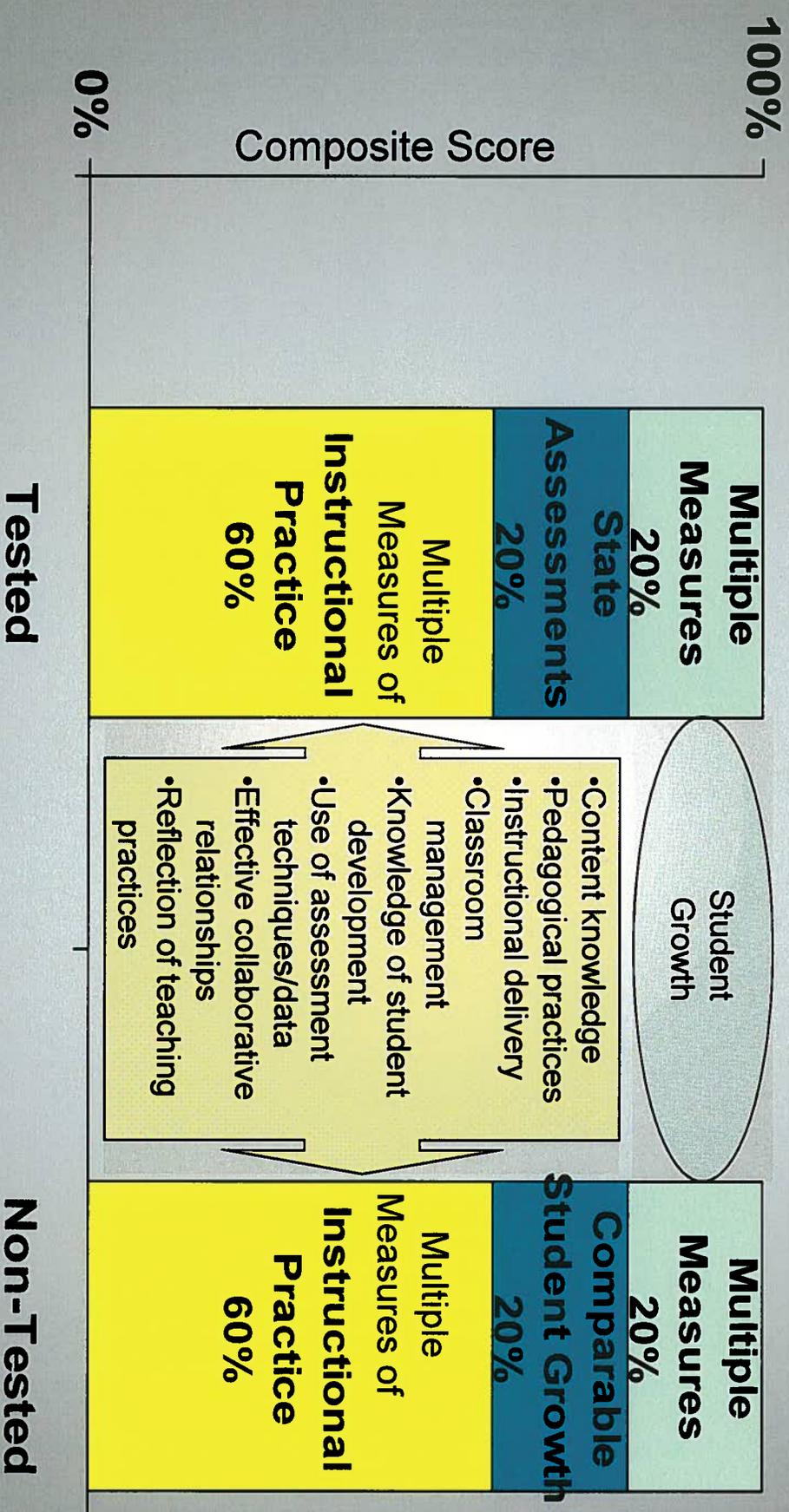
- Content knowledge
- Pedagogical practices
- Instructional delivery
- Classroom management
- Knowledge of student development
- Use of assessment techniques/data
- Effective collaborative relationships
- Reflection of teaching practices
- Student growth (new)

Race to the Top Definition of *Student Growth*

- Student growth means the change in student achievement for an individual student between two or more points in time.



Comprehensive Evaluation System 2012-2013



• Student achievement data used in evaluations for all classroom teachers

Composite Score

School districts/BOCES are required to conduct annual evaluations of all classroom teachers consistent with the APPR Plan

- Annual evaluation will generate a *single composite score* that determines a teacher's or principal's rating within four categories.

The new evaluation system will use a 100 point composite score and create four rating categories:

- Highly effective
- Effective
- Developing
- Ineffective

Project Organization

Three State Level Work Groups include:

- PAR Teaching Standards (PARTS)
- Comprehensive Teacher Evaluation System (CTES)
- Peer Assistance and Review (PAR)

Members of Work group:

- Representatives from Local School District Design Teams serve on each of the project work groups:
 - Dr. Melvin
 - John Kuryla
 - Stan Finkle
 - Dave Babkian
 - Alicia Pizzuto
 - Jennifer Sullivan
 - Nikki Slater
 - Tammy Harris
 - Annette Speech
 - Colleen O'Connor
 - Steve Wolf
 - Felicia Viscome
 - John Cole
 - Sylvia Matousek

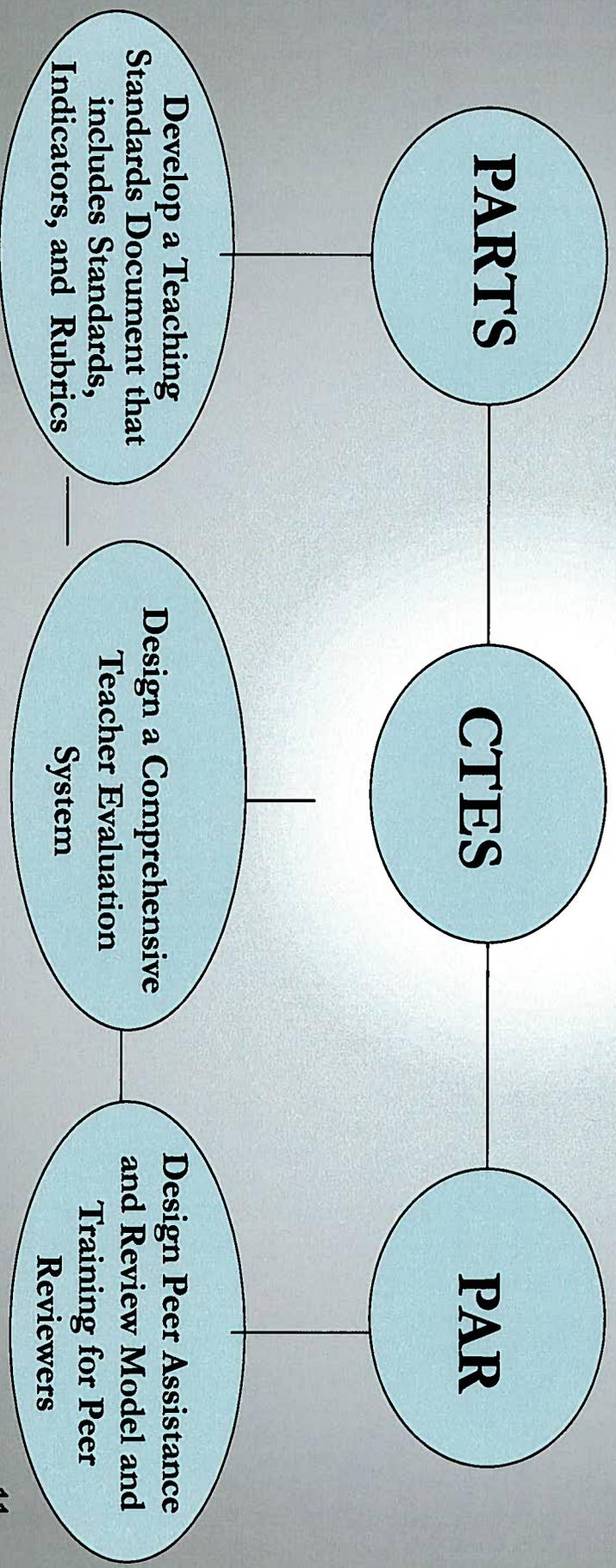
Additional Participants

- PAR Network Locals
 - Marlboro
 - Plattsburgh
 - Albany
 - Hempstead
 - North Syracuse
 - Rhode Island
 - Syracuse City
 - Kenmore
- NYSED
- Local and National Experts
- NYSUT Staff



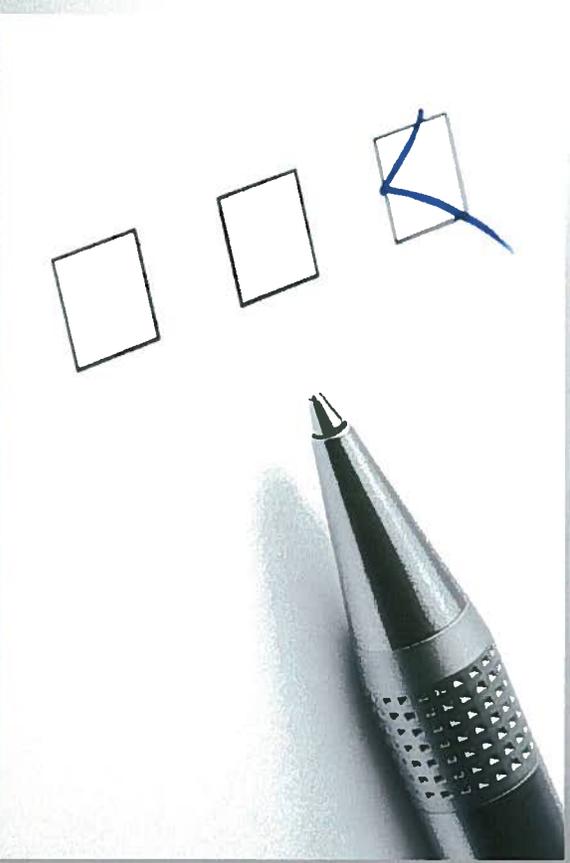
Three State Level Work Groups for Innovation Project

- Work groups will be responsible for developing the project
- Work groups will include representation from the school district design teams.



PARTS - Teaching Standards

- Worked with SED to create state teaching standards
 - **Aligned** SED's proposed standards/ elements with performance rubrics
 - Created performance **rubrics** that are linked to SED's four rating categories
 - Identified **measures** that can be used to assess each element



Guiding Question

How does this
information
influence my
thinking
regarding the
improvement of
teaching and
learning?



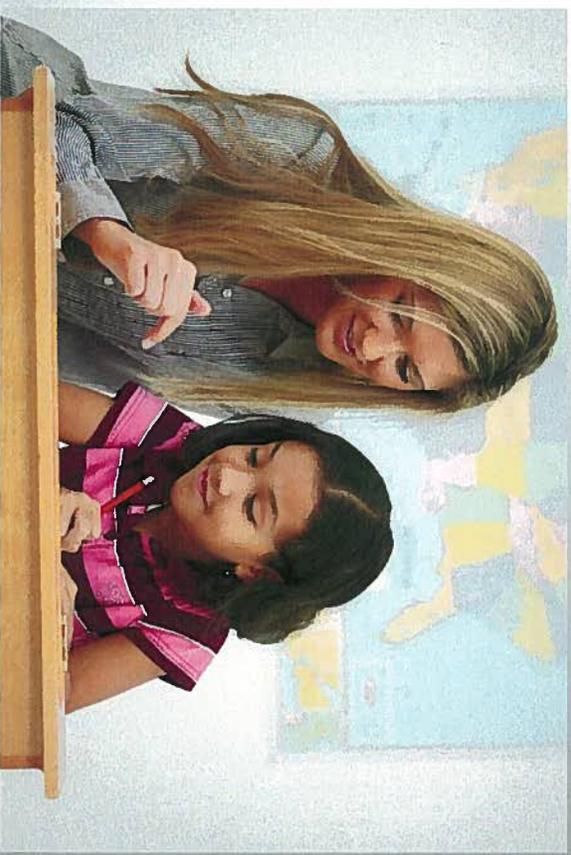
CTES - Comprehensive Teacher Evaluation System

Identified principles and purposes –

- Fair & reliable **measures**
 - research, standards & evidence based
- Trained **evaluators**
- **Multiple measures** of teacher effectiveness and student growth
- **Due process** and inform employment decisions
- Mechanisms for **teacher growth**
- Promote **school improvement**

Comprehensive Teacher Evaluation System

- Identified *multiple* **measures** to use to determine teacher effectiveness:
 - Classroom observation
 - Portfolio
 - Evidence binder
 - Self-report of practice
 - Analysis of artifacts
 - Survey



Guiding Question

How does this
information
influence my
thinking
regarding the
improvement of
teaching and
learning?



PAR – Peer Assistance and Review

- Created a Framework that recommends how PAR should operate
- Shared governance
- Selection process
- Defined role of expert teachers/coaches



Guiding Question

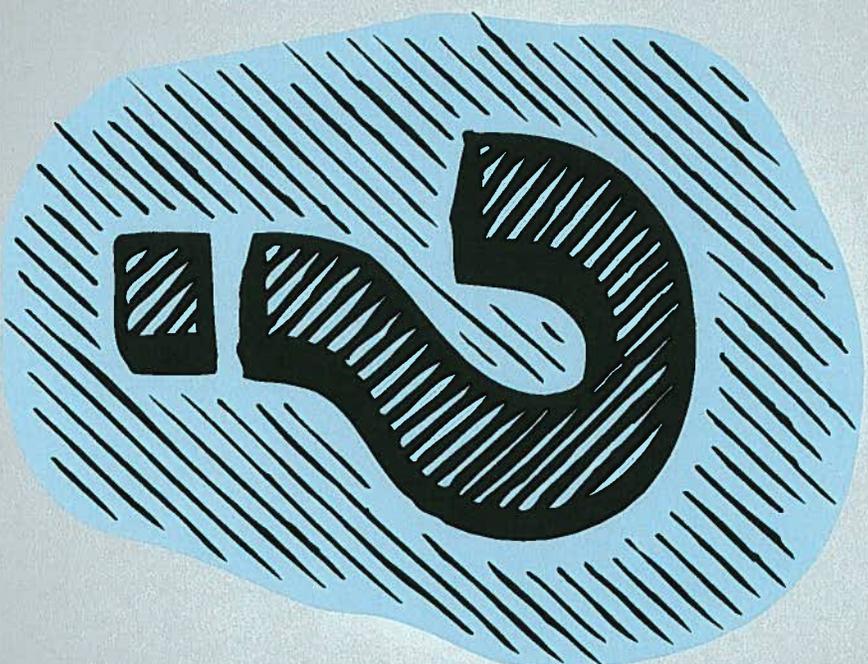
How does this
information
influence my
thinking
regarding the
improvement of
teaching and
learning?



Resources

- [www.NYSUT.org](http://www.nysut.org) – Innovation Project
- www.AFT.org – Innovation Project
- www.nysed.gov – NYS Teaching Standards and Race to the Top
- <http://dcps.dc.gov> – (IMPACT) Teacher/Staff Evaluation System
- www.doe.k12.de.us – Teacher Evaluation System
- www.ed.gov – Race to the Top

Questions



Standard V : Assessment for Student Learning

- Element V1:
 - Teachers design, adapt, select and use a range of assessment tools and processes to measure and document student learning and growth
- Performance indicators:
 - Teachers use appropriate diagnostic and assessment to inform instruction
 - Teachers use formative assessment to inform teaching and learning
 - Teachers use summative assessment to measure student achievement
 - Teachers design assessment aligned with instructional and curricular goals
 - Teachers use multiple measures to assess student performance

Standard V: Assessment for Student Learning

Teachers use multiple measures to assess and document student growth, evaluate instructional effectiveness, and modify instruction.

Assessment is an integral part of the instructional process. The design of instruction must account for a range of assessment strategies: formative and summative, formal and informal. High quality assessment practice makes students fully aware of criteria and performance standards, informs teacher's instructional decisions, and leverages both teacher and student feedback. Further, these practices also incorporate student self-assessment and teacher analysis and reflection to inform instruction.

Element V.1: Teachers design, adapt, select, and use a range of assessment tools and processes to measure and document student learning and growth.

Components	Ineffective	Developing	Effective	Highly Effective
<i>Aligns with Instructional Outcomes SR, OB EB, AA</i>	Assessment procedures are not aligned with instructional outcomes.	Some of the instructional outcomes are aligned with the proposed approach, but many are not	All the instructional outcomes are aligned with the approach to assessment; assessment methodologies may have been adapted for groups of students.	The proposed approach to assessment is fully aligned with the instructional outcomes, in both content and process. Assessment methodologies may have been adapted for individual students.
<i>Designs Formative Assessments SR, EB OB, AA</i>	Teacher has no plan to incorporate formative assessment in the lesson or unit.	Teacher's plan for the use of formative assessment is rudimentary, including only some of the instructional outcomes.	The teacher has a well-developed plan for using formative assessment, as has designed particular approaches to be used.	The teacher's plan for using formative assessment is well designed, and includes student as well as teacher use of the assessment information.
<i>Uses Assessment Data for Planning SR OB EB AA</i>	Teacher rarely and ineffectively uses multiple measures of student growth including formative and summative data that may include student work to demonstrate student learning. Teacher has no plans to use assessment data results in designing future instruction.	Teacher inconsistently uses multiple measures of student growth including both formative and summative data that includes student work to demonstrate student learning. Teacher plans to use assessment data results to plan for future instruction for the class as a whole.	Teacher consistently uses multiple measures of student growth including both formative and summative data that includes student work to demonstrate student learning. Teacher plans to use assessment data results to plan for future instruction for groups of students.	Teacher consistently uses multiple measures of student growth including both formative and summative data including student work to demonstrate a high level of student learning. Teacher plans to use assessment data results to plan future instruction for individual students.

Indicators:

- Teachers use formative assessment to inform teaching and learning.
- Teachers use summative assessment to measure and record student achievement.
- Teachers use diagnostic assessment to establish learning goals and inform instruction. (move to first PI)
- Teachers design assessments that are aligned with curricular and instructional goals, and that measure achievement accurately.
- Teachers design and adapt assessments that accurately determine mastery of skills and knowledge.
- Teachers use multiple measures and multiple formats to assess and document student performance.
- Teachers implement required assessment accommodations and modifications.
- Teacher use innovative ways to employ technology to engage students to assess and address their needs. (Table to 9/21)

© Charlotte Danielson. *Enhancing Professional Practice: A Framework for Teaching*. 2007. ASCD.

SR – Self Report of Practice, OB – Observation, EB – Evidence Binder/Portfolio,

SS – Student Survey, AA – Artifact Analysis, V - Video

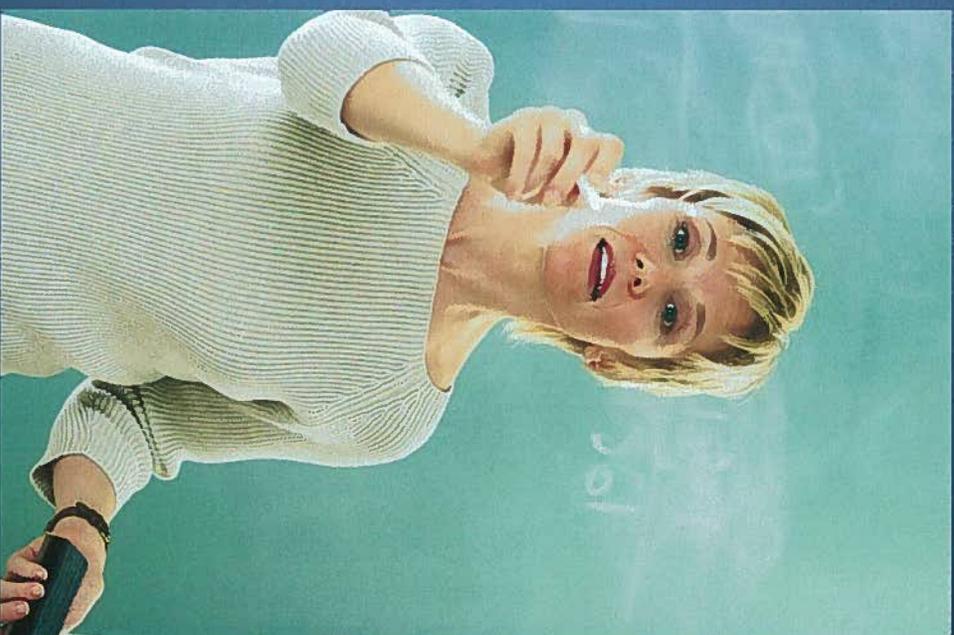
Principals and Directors Meeting

January 26, 2011

Unpacking the New York State
Teaching Standards

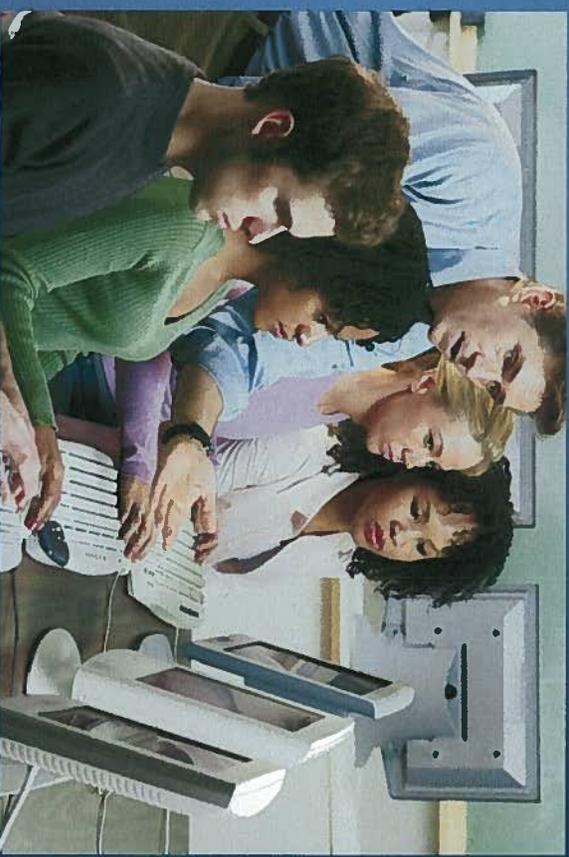
Purpose

- To gain and understanding of the complexity of the teaching standards



Outcome

- We will identify measures related to teacher effectiveness

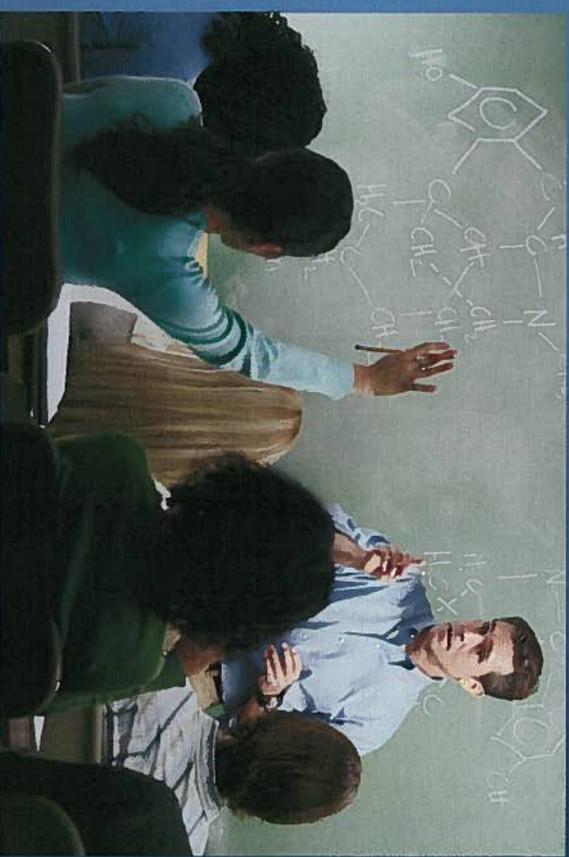


New York State Teaching Standards

- Knowledge of Students and Student Learning
 - Knowledge of Content and Instructional Planning
 - Instructional Practice
 - Learning Environment
 - Assessment of Student Learning
 - Professional Responsibilities and Collaboration
 - Professional Growth
- Standards
 - Elements
 - Indicators

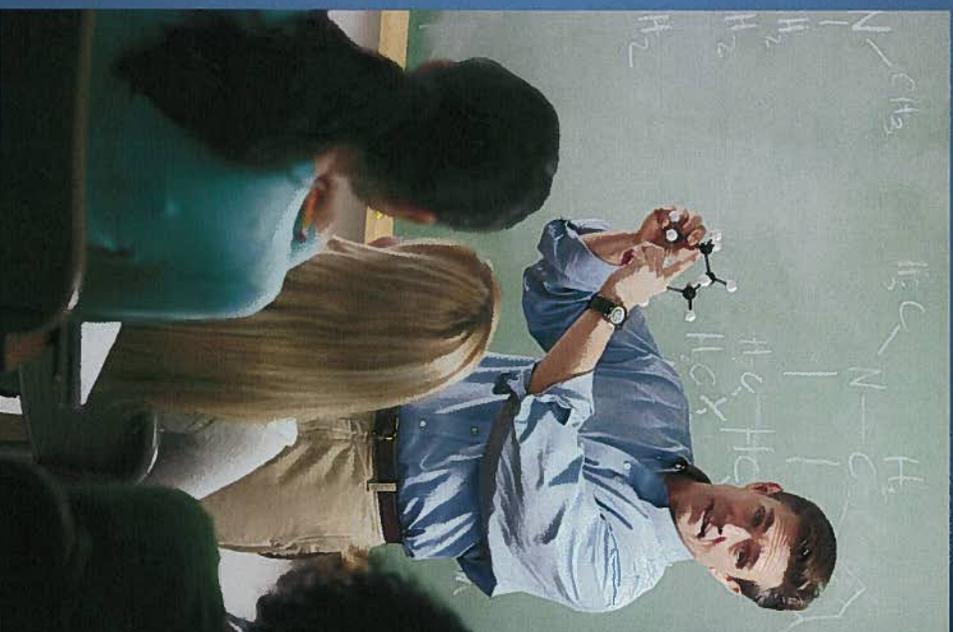
Unpacking the Standards

- As a Table Group, identify patterns, common verbs, important phrases within the indicators
- Chart key words
- Summarize the intent of the standard
- Report out



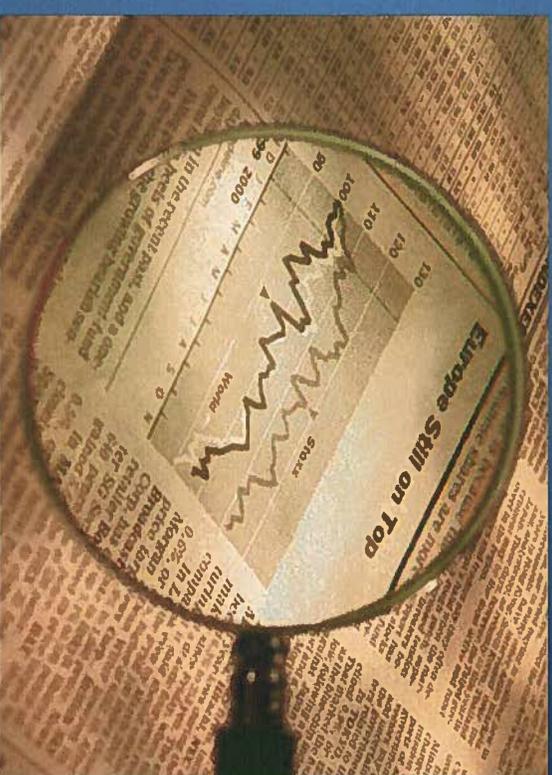
Guiding Question

- What key words or phrases stand out in the elements of the standard?
- How do we know?
- What will it look like if I am conducting an evaluation of this standard?



Multiple Measures

- Discuss at your table how you might measure a teacher's effectiveness within your standard.
- Identify the evidence that exemplifies each element
- Report you group's thinking



Guiding Question

- What evidence would we collect in an evaluation of this standard?
- What would you expect to see and hear if we were in the presence of an exemplary teacher?
- Consider settings both in and beyond the classroom



Next Steps

- Connecting measures with rubrics from the Innovation Project and from Danielson
- Unpack the rubrics
- *Ineffective*
- *Developing*
- *Effective*
- *Highly Effective*

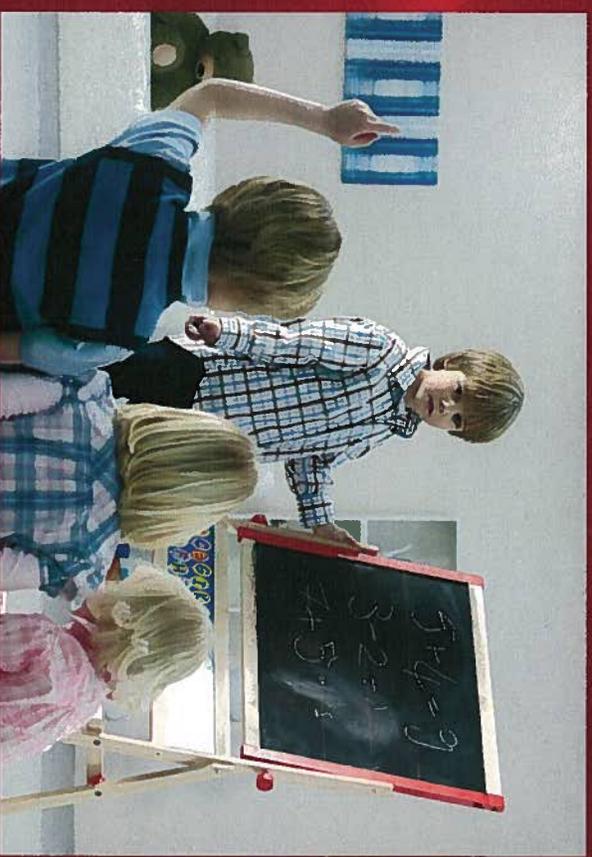
DAC Agenda

- ▣ Welcome
- ▣ Unpacking the Data
- ▣ Connecting Data to District Goals
- ▣ Introduction of New BPT Process
- ▣ Next Steps



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Data Predictions

As you think about what the 2009-10 NYS Assessment data will show:

1. Individually write your predictions on Post-it note
2. Share with your table partners
3. Write group's thoughts on 1,2,3 chart
4. Gallery walk
5. Report common elements

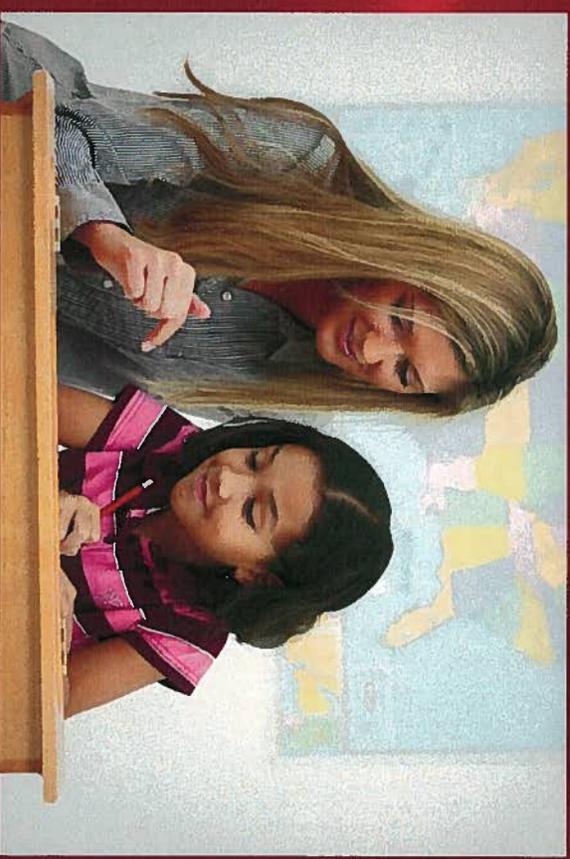
I assume

I predict

I wonder

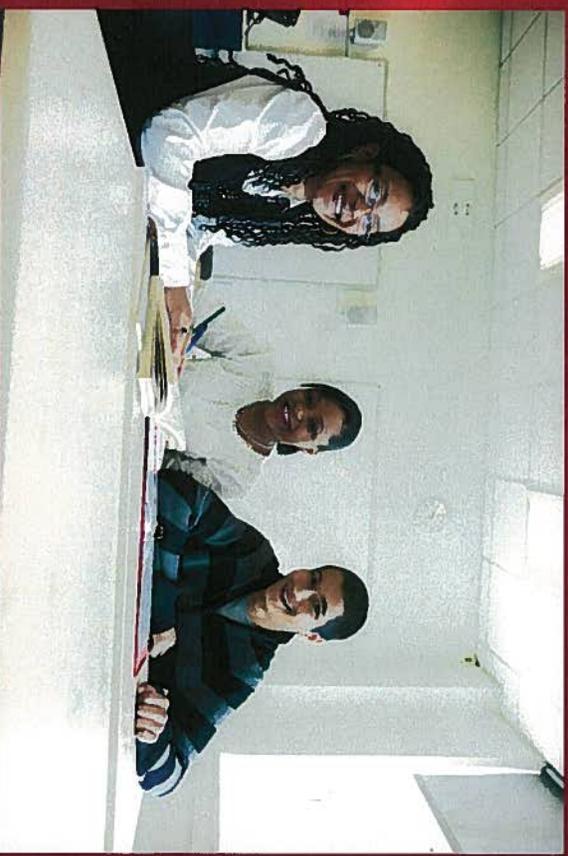
Guiding Question

- ▣ How does this data effect my thinking regarding school improvement?



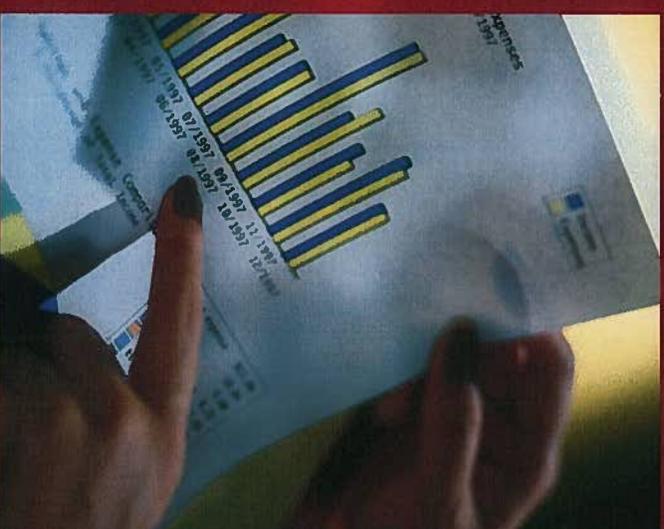
Comparing Data to New Goals

- ▣ Individually, review new goal document
- ▣ Compare the goals with 2009-10 data
- ▣ As a table, discuss your thoughts:
 - What does the data say?
 - Influencing thinking?
- ▣ Choose a partner to report out



Connecting Data to Goals

- ▣ At each table:
 - Review District Goals
 - Compare “what the data says” to how the data and new goals will influence the thinking of designers of plans
 - Write your thoughts on the T-Chart
 - Choose a reporter



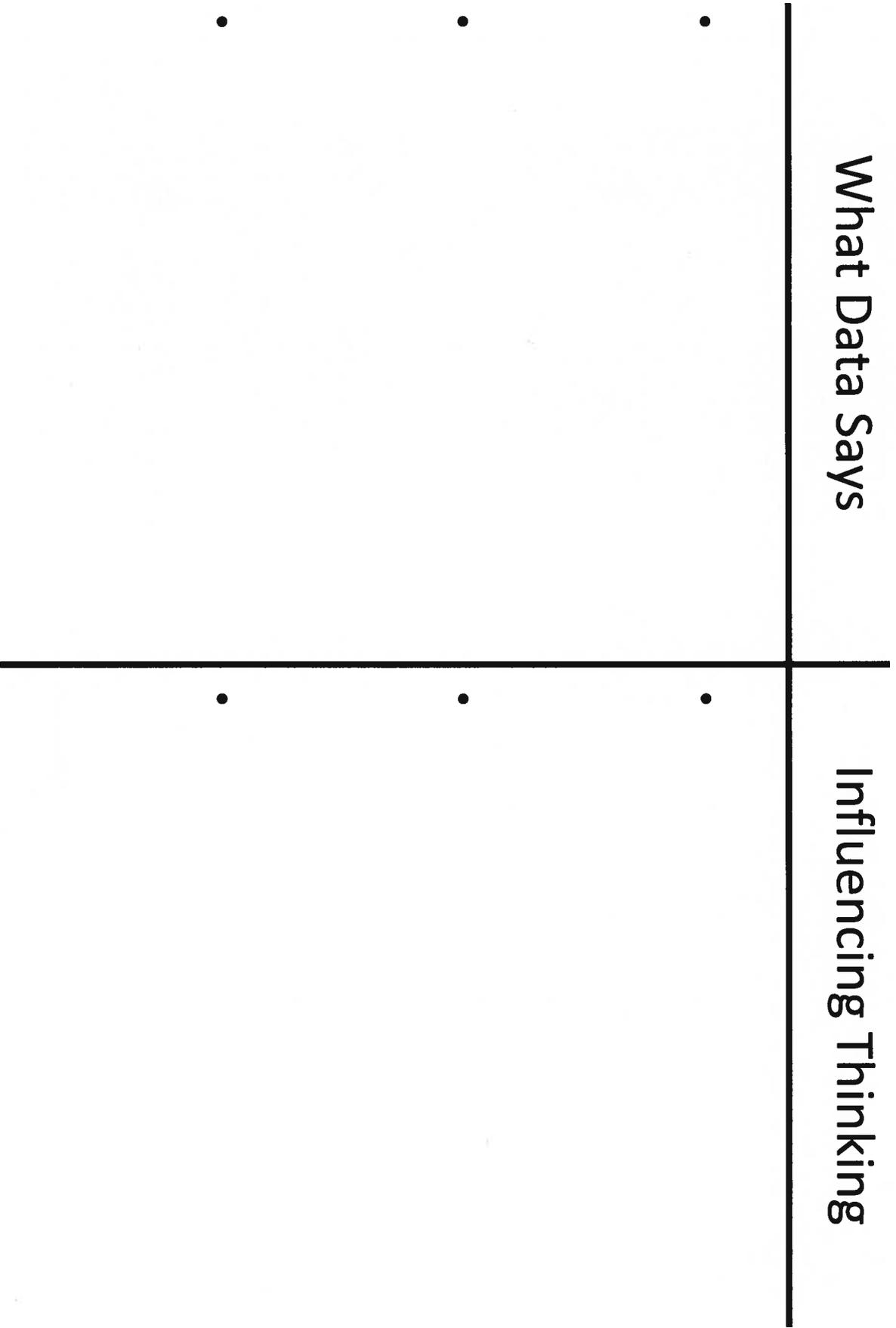
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- ▣ Given the results of your data dialogue, how will the data influence the thinking of those designing building goals?



What Data Says

Influencing Thinking





North Syracuse Central School District Building Improvement Plan

School Name _____	School Year _____
District Goal/Indicator _____	
Building/Department Goal _____	

What or who is Targeted? (Student Group)	What will the Student Learn? (Learning Objective)	Strategies to be Used	Measurable Evidence of Learning (Outcome Assessment)	Professional Development Needs	Resource Needed to Support Plan

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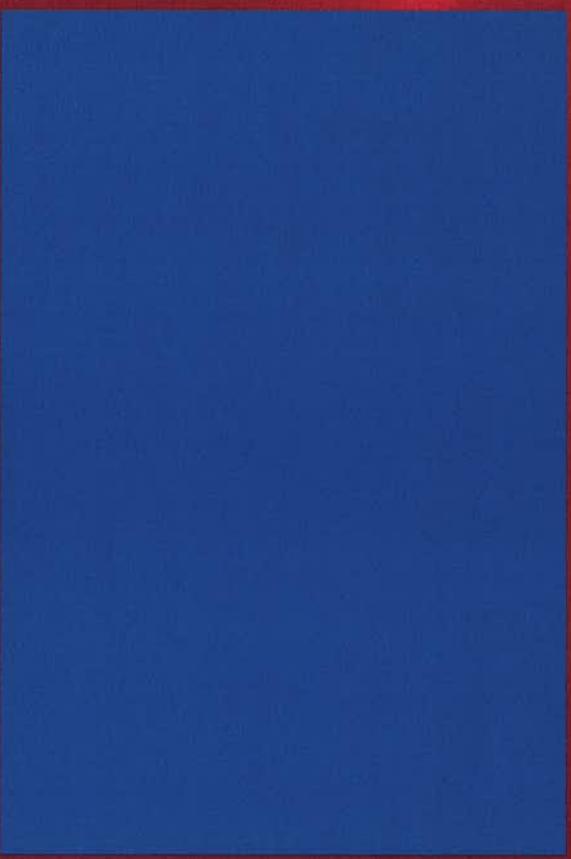
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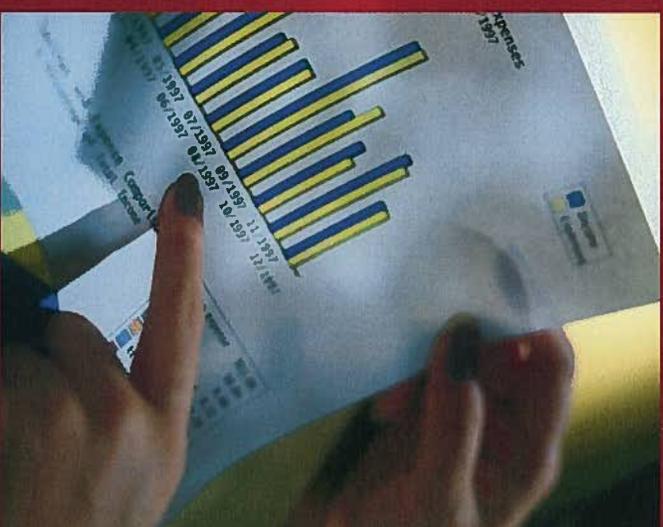
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Resources Needed to Support Plan

Purpose:

- * To identify resources needed to support activities, strategies and objectives within the Building Improvement Plan.

Guiding Questions:

- * What training is needed for staff in regards to the elements of the plan?
- * What materials are needed to carry out strategies?
- * What measurement tools are needed to successfully assess student progress?
- * Have we examined the building budget to support all activities?

How To:

- * Assemble the BPT to review the plan for resources and supportive materials.
- * Develop a budget to address building/departmental/grade level needs.
- * Examine the building budget to find financial support for the plan.
- * Contact directors and Assistant Superintendent for Instruction for support.

Resources:

- * Building budget
- * District budget

Unpacking the Building Improvement Plan

Unpacking the Building Improvement Plan

Purpose:

This guide is developed to assist BPTs and School Improvement Teams in the creation of Building Improvement Plans. Each area on the Building Improvement Plan form will be described with:

- * Purpose
- * Guiding Questions
- * How To
- * Suggested Resources

District Goal/Indicator

Purpose:

- * To reflect the district goals and focus in the areas of Curriculum, Instruction and Assessment (2011-2014) and indicators of success.

Guiding Questions:

- * What are the district goals and indicators of success that this school will focus on, by the end of the fourth grade, seventh grade, ninth grade and twelfth grade?

How To:

- * The goals and indicators can be found in the Comprehensive District Education Plan.

Resources:

- * Comprehensive District Education Plan

Resources:

- * Standardize tests (benchmarks, DRA, OS, GRADE, GMADE)
- * Teacher developed assessments
- * Checklists , rubrics, running records
- * AIMS Probes

Professional Development Needs

Purpose:

To provide staff with necessary training to address goals, objectives and strategies that impact student learning.

Guiding Questions:

- * What training is needed for all staff to be prepared to address goals, objectives, strategies and assessment related to improvement of student learning?

How To:

- * Utilize building teams to identify areas of training based on needs outlined in the Building Improvement Plan.
- * Collaborate with directors and the Professional Development Office to create opportunities for training.
- * Utilize the expertise within the building to provide targeted staff development.

Resources:

- * NSCSD Professional Developers
- * BOCES office of Curriculum and Instruction
- * Teachers Center
- * Educational books, journals, websites

How To:

- * Identify gaps reflected in data analysis of departmental assessments and building ELA and math assessments.
- * As a department or grade level, identify strategies that address the guiding questions.
- * Write strategies targeting departmental/grade level improvement including math/literacy goals.

Resources:

- * Departmental/grade level assessment data analysis information.

**Measurable Evidence of Learning
(Outcome Assessment)**

Purpose:

- * To select an aligned measure to assess student growth from the beginning of the year to the end of the year in relation to objective and strategies.

Guiding Questions:

- * What measure will be used to assess whether students met your growth target?
- * Would a pre-made test, selections from a test bank or other teacher developed assessments be most appropriate for the students?
- * Why is the assessment chosen the best assessment for the building improvement plan?
- * Is the measurement directly related to the strategies and student learning objective?

How To:

- * Examine pre-made tests and determine if any should be appropriate. If none apply, utilize department/grade level/directors to develop an appropriate assessment.
- * Align assessments to learning objectives and state standards.
- * Utilize rubrics that have specific and clear language and levels.
- * Set a schedule of administration that is consistent throughout grade level or department.

Building/Department Goal

Purpose:

- * This goal is derived from data analysis in order to focus on school improvement and the improvement of student learning. Each department/building/grade level will determine year end targets of student success related to this goal and build an action plan to address the goal.

Guiding Questions:

- * Based on data analysis of departmental/grade assessments, what goals will the building/department set to affect improved student learning?

How To:

- * Enter into data dialogue in relation to NYS assessments, grade level summative and formative assessments to target gaps in achievement.

Resources:

- * Content maps
- * NYS assessment data
- * Summative and formative assessments
 - ⇒ BAS
 - ⇒ Observation survey
 - ⇒ Developmental reading assessment
 - ⇒ GRADE
 - ⇒ GMADE
 - ⇒ Benchmark assessments
 - ⇒ Running records
 - ⇒ Teacher assessments
 - ⇒ Teacher developed assessments
 - ⇒ Observations
 - ⇒ Departmental exams

What or Who is Targeted? (Student Group)

Purpose:

- * To focus the development of the "Strategies" section on specific student groups that will be effected by building/departmental strategies.

Guiding Questions:

- * Based on data analysis or needs assessment, what student group will be identified for improvement within this plan?

How To:

- * From data dialogue and analysis, identify student subgroups or all students to be effected by this plan.

Resources:

- * Data dialogue information regarding assessment
- * Content maps
- * Survey information

How To:

- * Using the data analysis, determine which specific objective will improve student achievement.
- * Turn the objective into a statement of student learning improvement.
- * Be sure that the objective supports the school and District goal.

Resources:

- * Assessment data
- * Needs assessment
- * NYS Learning Standards
- * Content map

Strategies to be Used

Purpose:

- * To provide grade levels/building/departmental staff with strategies to address the learning objective and building /department goals based on gaps in data analysis.

Guiding Questions:

- * What are the gaps identified on data analysis?
- * What strategies can be used to address the gaps and influence student learning?
- * Are the strategies:
 - ⇒ Tied to data to influence instruction
 - ⇒ Clearly defined
 - ⇒ Measurable
 - ⇒ Meaningful (teacher friendly, easily implemented, understood by all staff)
- * Are the strategies written in a manner that addresses math and literacy goals?
- * Are the strategies focused on student learning?

What Will the Student Learn? (Learning Objective)

Purpose:

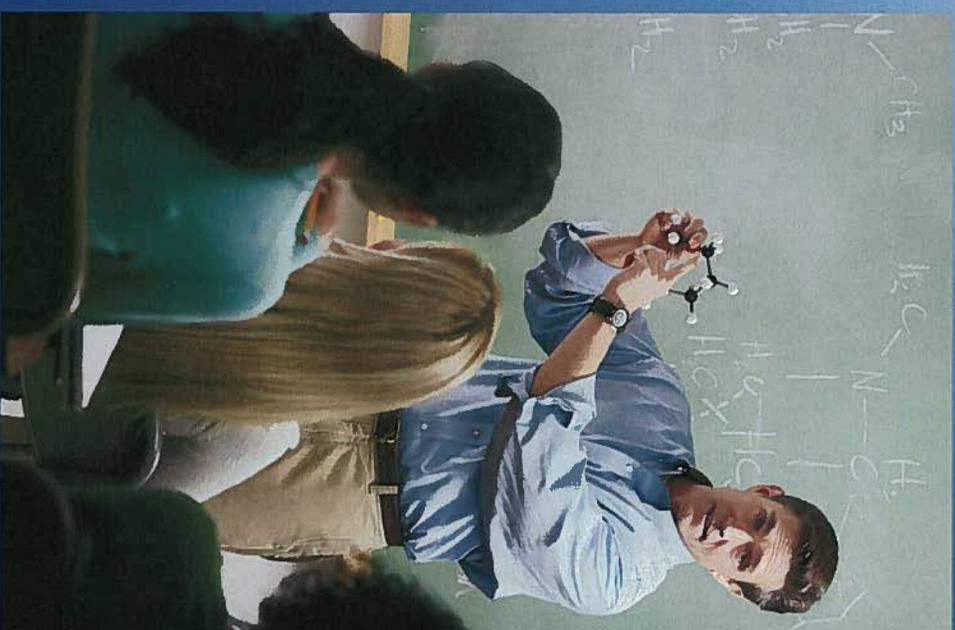
- * To write a student learning objective aligned to student needs based on data analysis.

Guiding Questions:

- * What general content area is targeted?
- * What are the objectives identified in data analysis?
- * What student group was identified?
- * What objectives are aligned with content map or NYS Learning Standards?

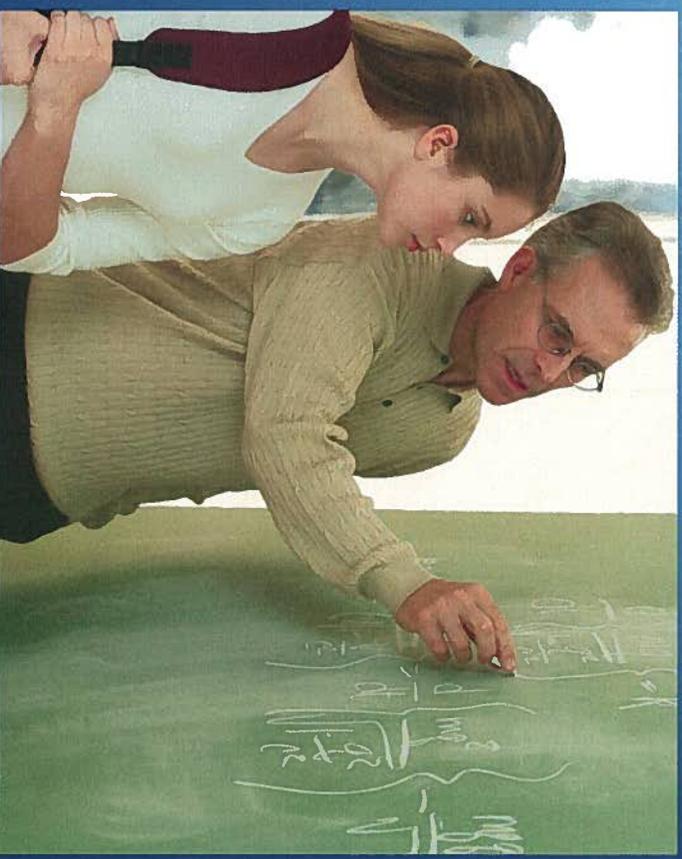
Principals/Directors Meeting December 15, 2010 Agenda and Purpose

- Process through the New York State Teaching Standards
- Connect Innovation Project Rubric to Standards
- Realize the relationship between walk-throughs and evaluation system



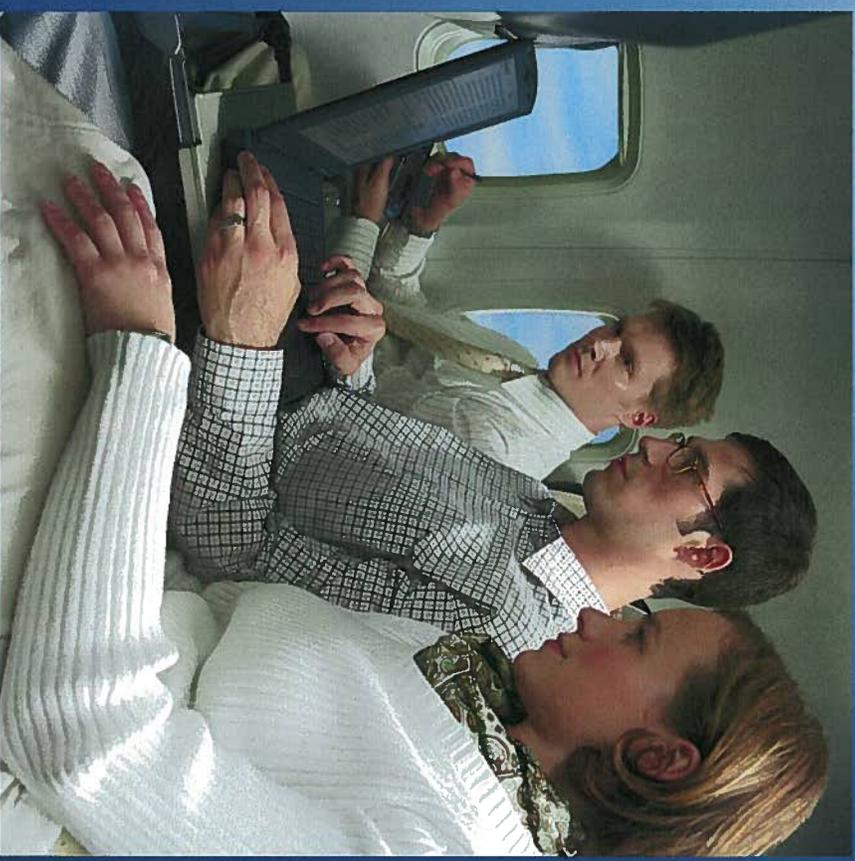
Just For the Asking “Lessons for Principals”

- What are the major elements of the article and how did it influence my thinking?



Process

- Discuss this question in trios
- Share trio thoughts with table groups
- Choose a spokesperson for the group



Leading the Learning

- How will I implement *Leading the Learning* in conducting more effective meetings and supervising staff?
- In trios, discuss how this will apply to the groups that I work with.
- Using the SBE Planning Process form:
 - Identify 4 steps to your planning process as outlined in the article and support materials to assist you in Leading the Learning.

Work of the Day

- Purpose:
 - To process through important district-wide documents in preparation for opening day.

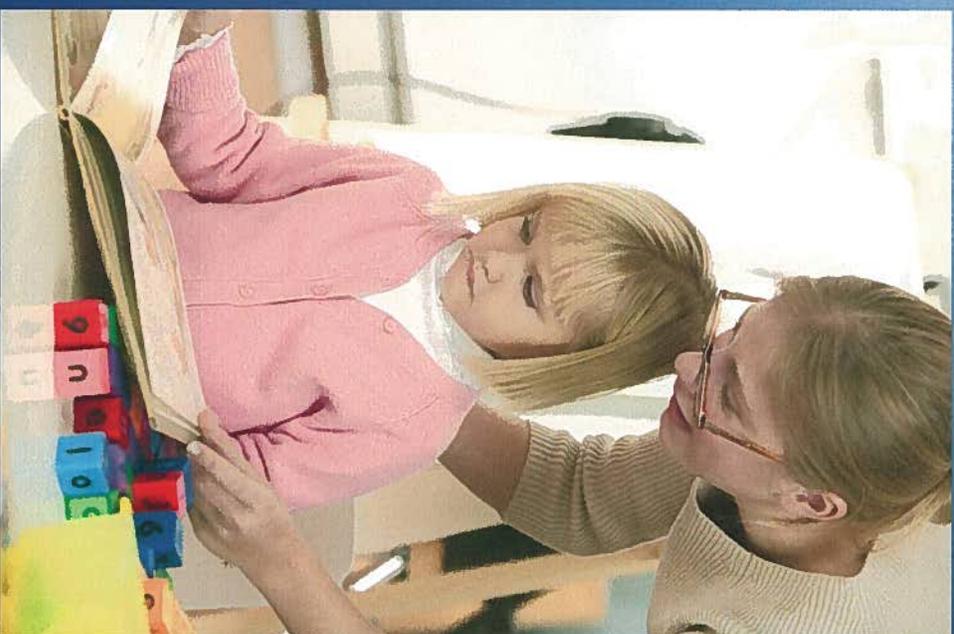


Review of Documents

- District Focus
- District Goals
- Curriculum Mapping
 - Each table has three documents
 - Trios read each document and share key points and write them on sticky notes
 - Whole table discuss key points by comparing notes
 - Table completes bulls eye graphic showing the relationship of the three documents.

Individual Presentations

- Annette
 - Personal Days
- Wayne
 - Building access, student transportation, absence reports
- Stan
 - Test security, walk-throughs, mylearningplan.com, school improvement
- Steve
 - 504 guidelines
- Dr. Melvin
 - Administrative chart
- Larry
 - Emergency drills



New York State Teaching Standards

- How will these standards influence our thinking about the use of standards to assess teacher effectiveness utilizing walk-throughs and the teacher evaluation system?
 - In trios, discuss this document and it's implications for supervision and evaluation
 - As a table group, complete the 3-2-1 graphic
 - 3 opportunities
 - 2 challenges
 - 1 needed resource
 - Choose a reporter to share with whole group

Closing Thoughts

- “...Not because they are easy, but because they are hard. Because that challenge is one that we will accept...” JFK
 - What risks are you willing to take?
 - What worked for you?
 - What did not work for you?
 - Future meetings?