Lead Evaluator Training

2012-2013 Ongoing Training
Day 2

OCMBOCES
Committed to Your Success

INSTRUCTIONAL SUPPORT

Agenda

- What's the Buzz?
- Mini-lesson: Data-Driven Instruction
- Checking in with Kim
- Evidence-based Evaluation
  - Evidence Collection
  - Sorting
  - Rating including "right answers"
- The Follow-Up Conversation

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)

Checking in
Since Last Time

We're Not in Kansas Anymore

- Talk in schools – has it changed at all?

We're Not in Kansas Anymore

- What's the talk in school?

- What do you want it to be?

- What can you do to get it there?

Conversations in Schools			
	What you hear in schools	What you want to hear	What you can do about it
Standards (CCLS, NGSS, etc.)			
Data (Data-Driven Instruction)			
Professional Practice (APPR)			
Culture (PLC)			

Mini-lesson: Data-Driven Instruction

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INSTRUCTIONAL SUPPORT

Standards

Professional Practice

Data

Culture

It's always been here…

ITBS

Report Card

book

Letter

Perform

Terra Nova

ports

Pictures

Essay

Sampl

cores

Anec

Post

RCT

Homework

Pretest

Rubrics

PET

erview

It is about what we do about data

Common Interim Assessments
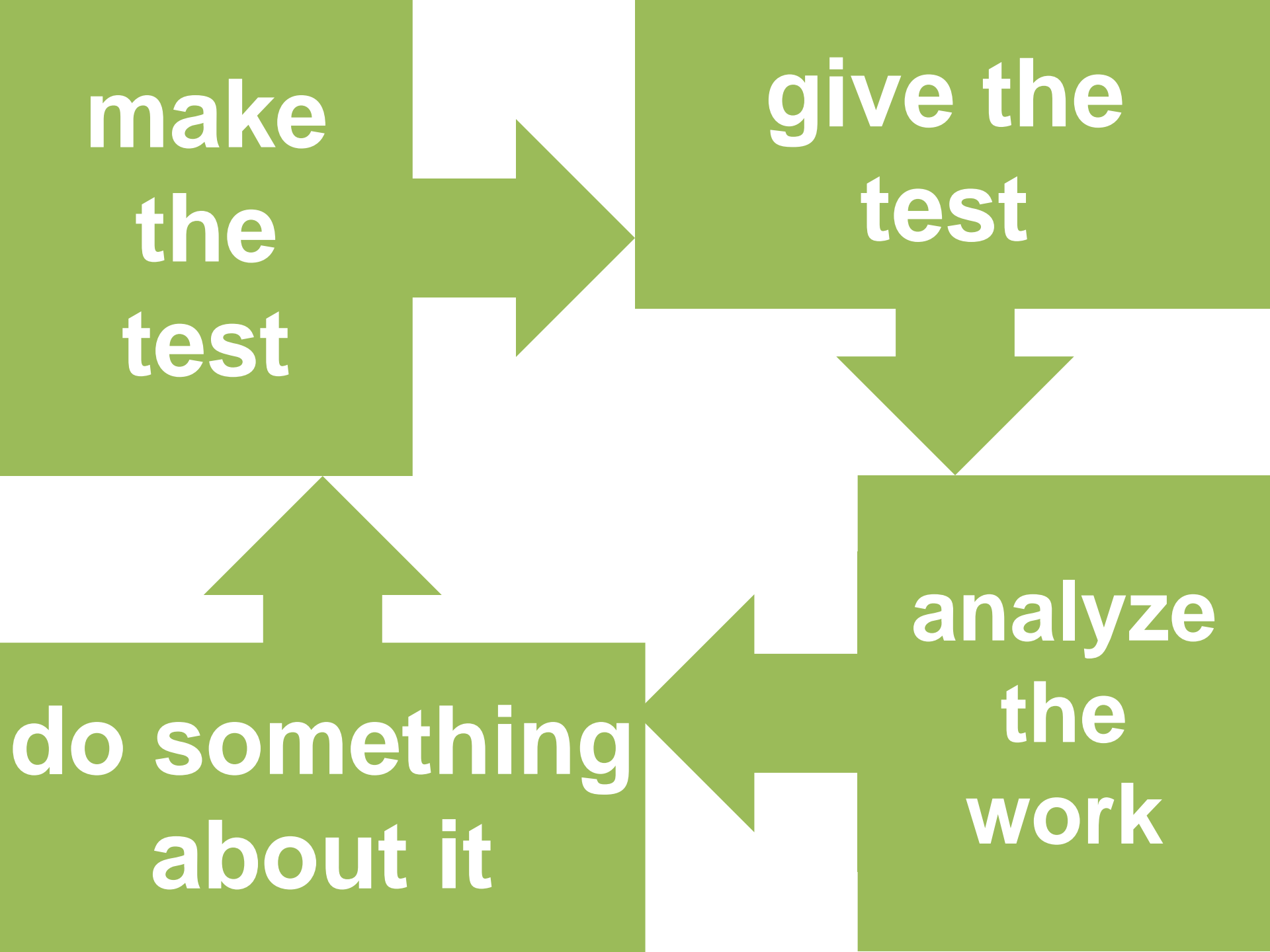
every 6-8 weeks

Balanced Assessment

	Classroom Assessments		Common Formative Assessments	Common Interim Assessments	Student Learning Objectives	External Assessments
Examples	Worksheets, classroom response, whiteboards, exit tickets, conferences, student self-assessment	Chapter tests, final projects	Common tasks, prompts, quizzes assessed with rubric, quizzes	Performances, tests, or writing samples given every 6-8 weeks	Growth measures designed for use with the APPR growth and local achievement	3-8 tests, Regents exams, SAT, AP
Format	Very formative; can be diagnostic if used prior to instruction	Mostly summative	Formative	Formative and summative	Summative	Very summative
Responsibility	Classroom teachers	Classroom teachers	Grade level/discipline teams of teachers working together. District teams of representative teachers may also look at the data		Teachers and lead evaluators/principals	An external group of "experts"
Purpose	Provision of immediate feedback and to guide classroom decisions	Provision of grades	To assess student learning in order to make instructional decisions. Also serves to assess curriculum, instruction, and pacing.		Conversion to scores for use in teacher and principal evaluation	Accountability and placement

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Format	Very formative: happens as part of instruction	formative and summative	formative	formative and summative	Summative	Very summative
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BE STRATEGIC!

Interim Assessments and DDI

Understand the relationship of common interim assessments and Data Driven Instruction (DDI) as part of Race to the Top

Interim Assessment Design and Implementation

A calendar of an interim assessment schedule
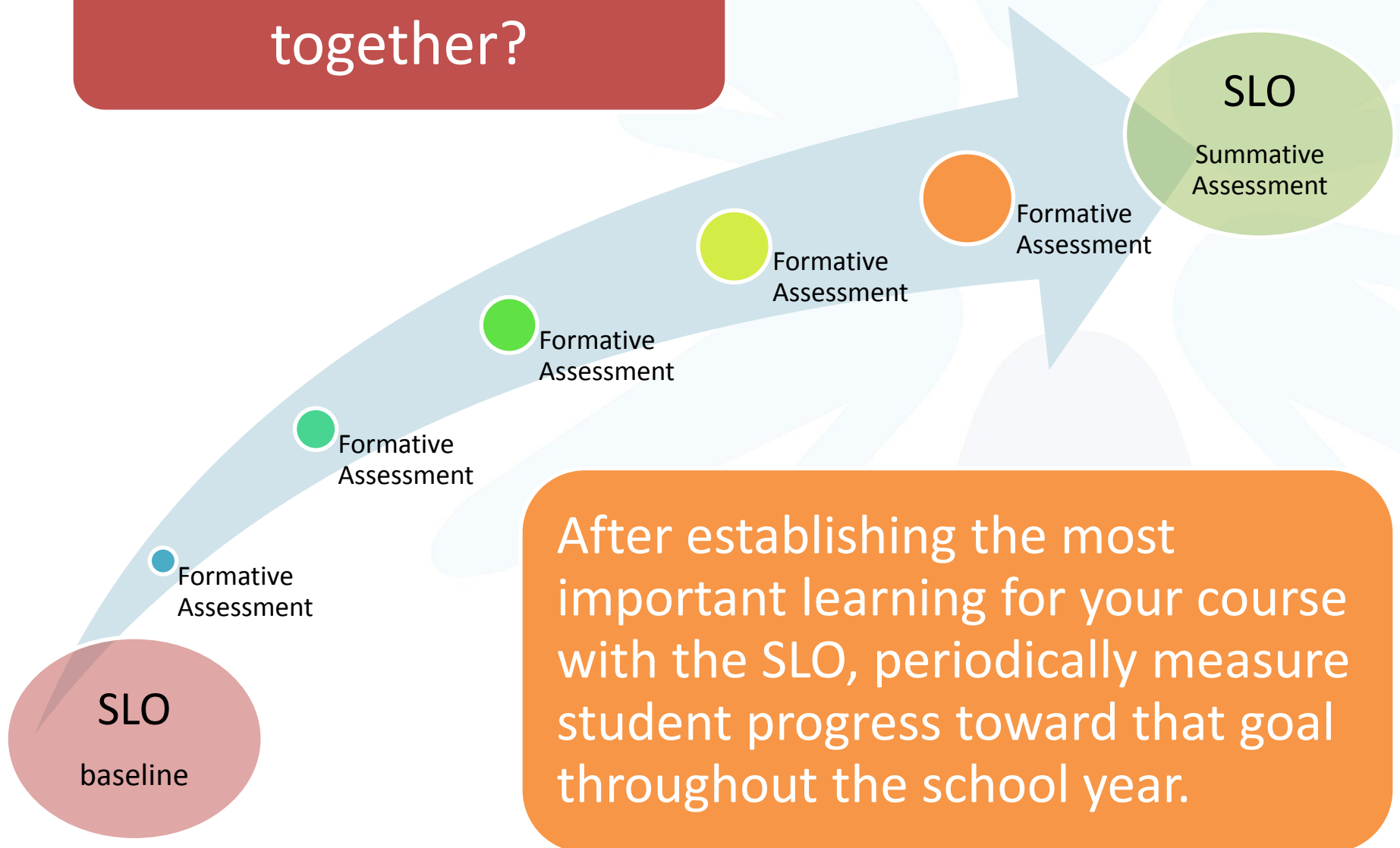
Understand and engage in a process for creating an interim assessment

One completed interim assessment for your course

Outcomes

Interim Assessments and DDI	Understand the relationship of common interim assessments and Data Driven Instruction (DDI) as part of Radicalize T~~~~	**Outcomes**
Interim Assessment Design and Implementation	A calendar of an interim assessment schedule ~~~~derstand and ~~gage in a ~~~~cess for creating an interim ~~~~ssessment One completed interim assessment for your course	

BE STRATEGIC!

How does this all fit together?

SLO
Summative Assessment

Formative Assessment

Formative Assessment

Formative Assessment

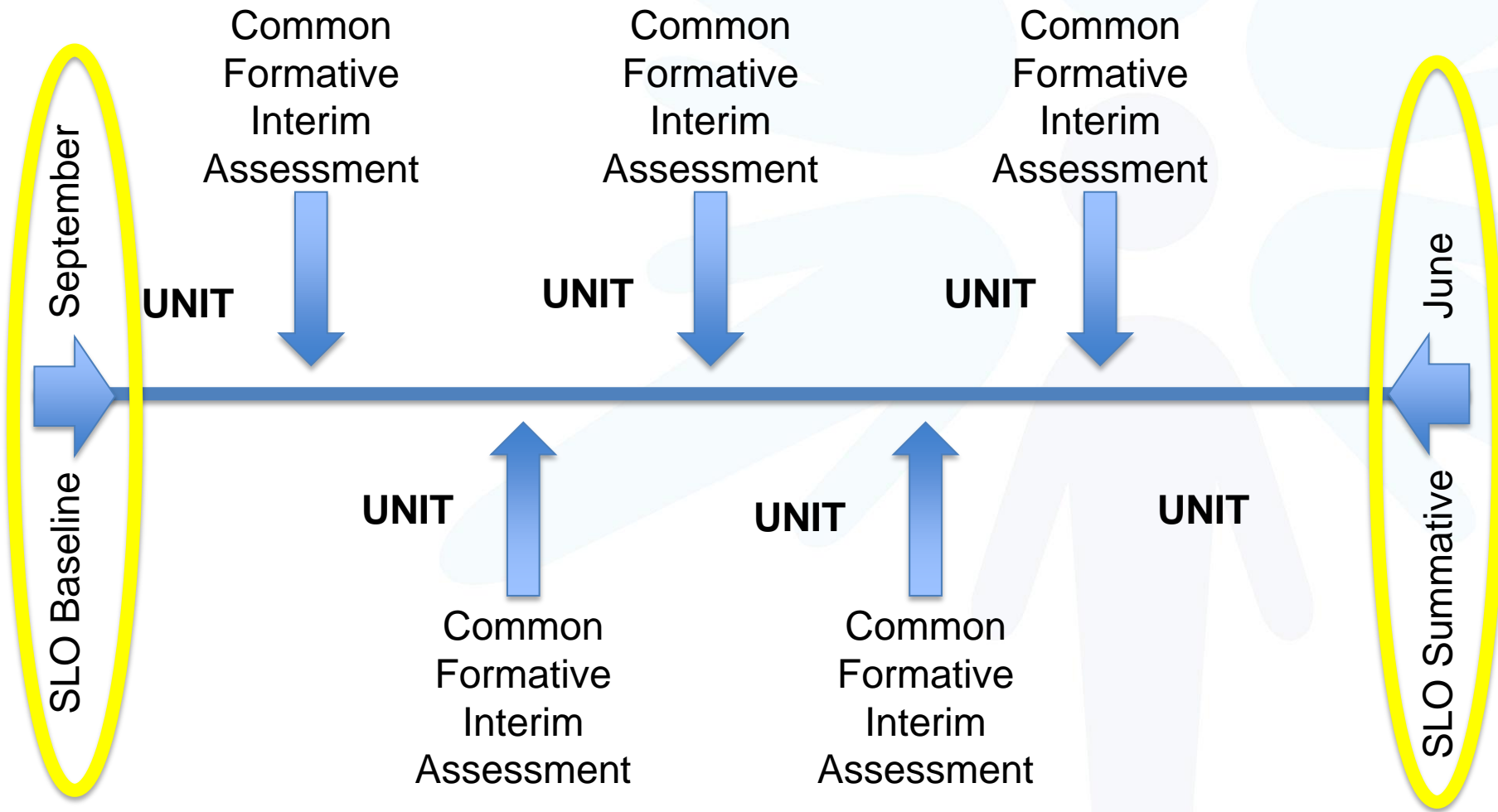Formative Assessment

Formative Assessment

SLO
baseline

After establishing the most important learning for your course with the SLO, periodically measure student progress toward that goal throughout the school year.
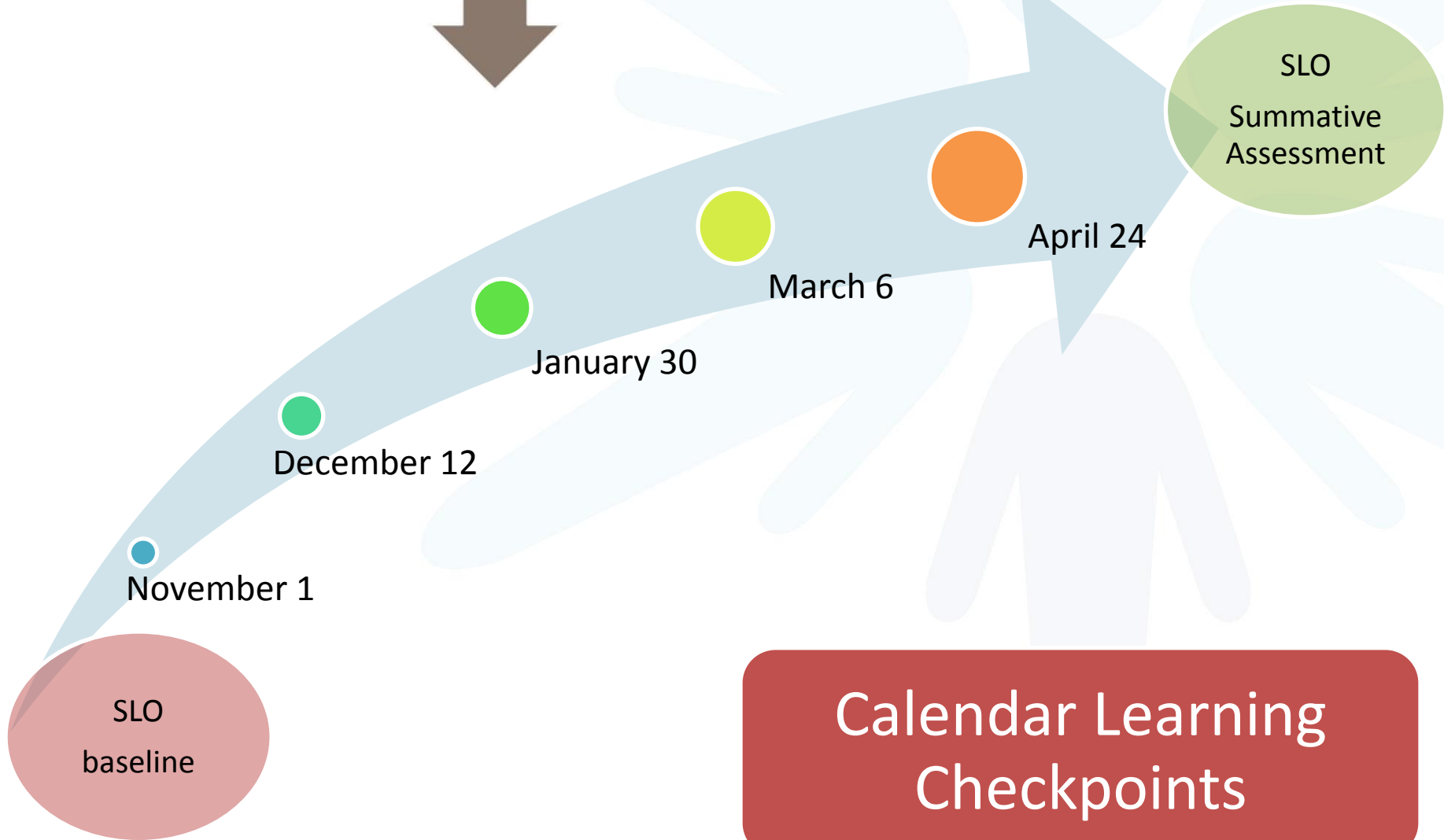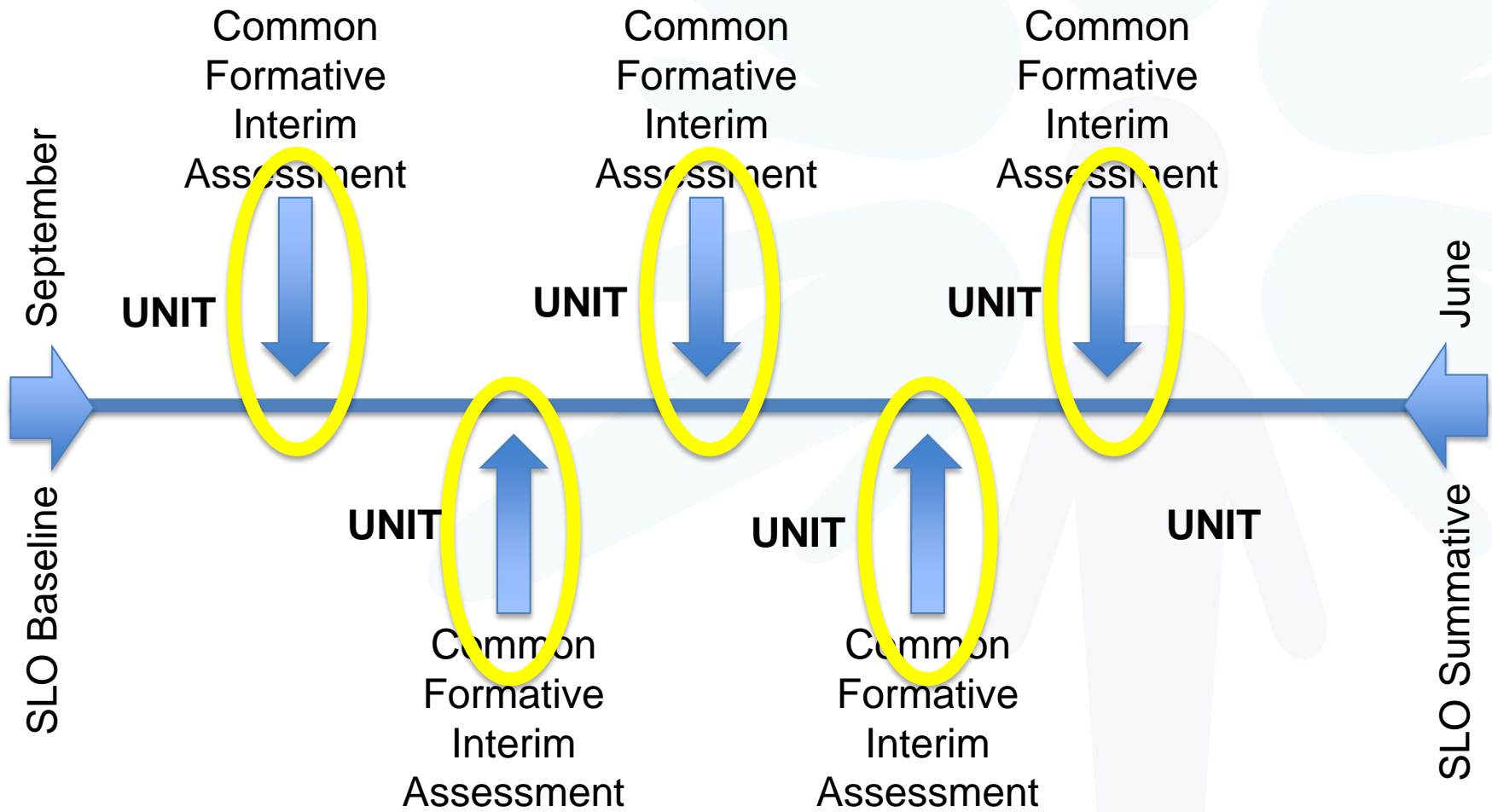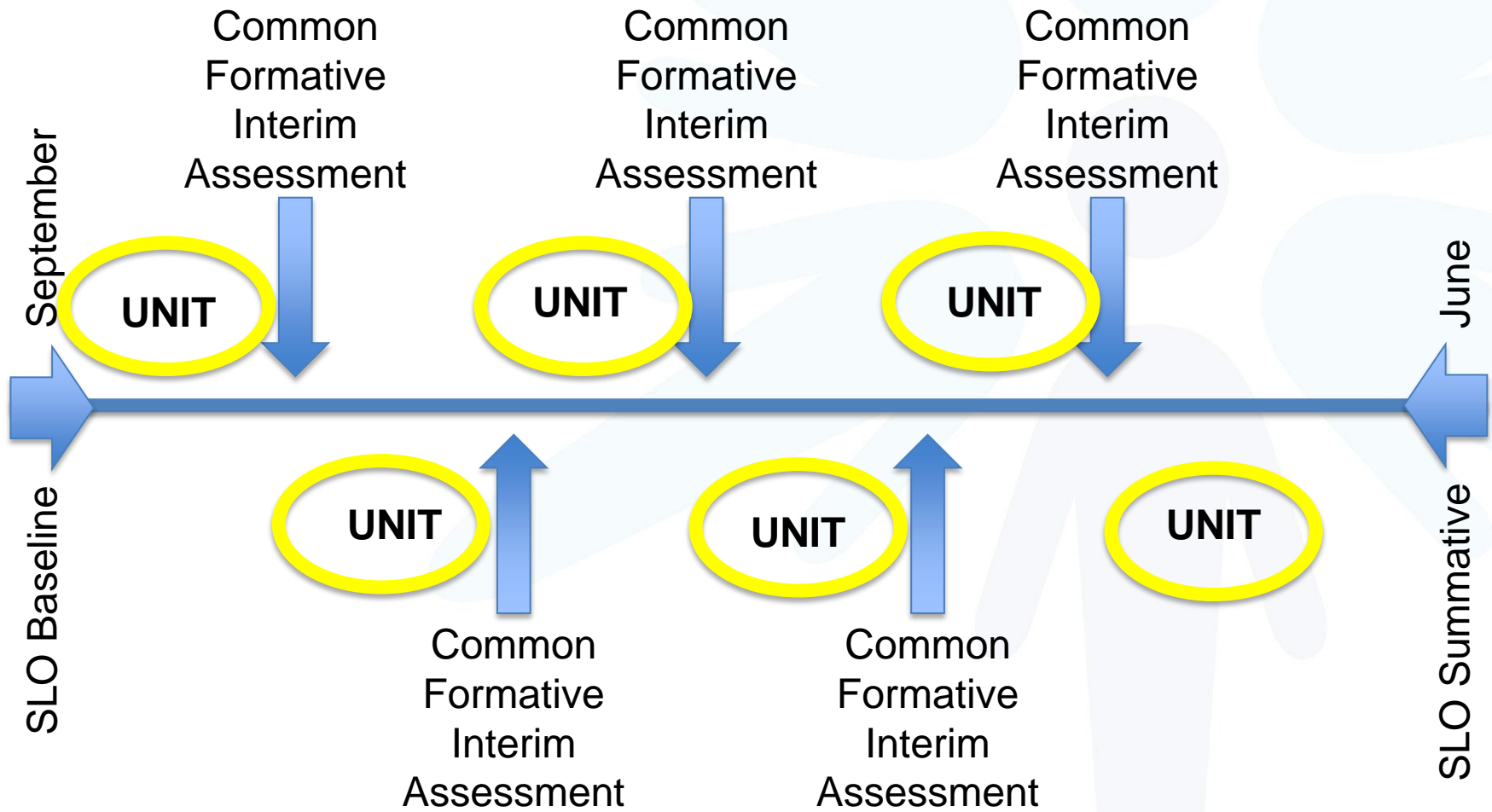
READY! FIRE! AIM!

First: Lay out your targets for the year

Second: Make the first assessment (including calendaring the assessment(s) and scheduling the follow-up meeting)

GETTING TO WORK...

Common Formative/Interim Assessment #1

Priority Learning Target 1:	Knowledge question(s):	Application question(s):	Analysis question(s):	Evaluation question(s):	# of items:
					Time:
Priority Learning Target 2:	Knowledge question(s):	Application question(s):	Analysis question(s):	Evaluation question(s):	# of items:
					Time:
Priority Learning Target 3:	Knowledge question(s):	Application question(s):	Analysis question(s):	Evaluation question(s):	# of items:
					Time:

Assessment Administration Date:	Follow-up Meeting Date:	Total # of items:
		Total Time:

Priority Learning Target 1:	Knowledge question(s):	Application question(s):	Analysis question(s):	Evaluation question(s):	# of items:
This is where you list the priority learning target that will be assessed. Sometimes these spiral throughout the year with increasing complexity or difficulty. Ideally, they would be framed as "I can" statements but this is not a requirement. Examples: I can quote reasons and proof from what I read to show my close reading of primary and secondary sources of information. I can construct the type of graph that best portrays the data and makes it visually attractive and easy to read. I can identify the hiking and walking trails in my country that are appropriately challenging for me.	List the questions you will ask that correspond to the learning target, assessing the student learning at the cognitive level	List the questions you will ask that correspond to the learning target, assessing the student learning at the cognitive level	List the questions you will ask that correspond to the learning target, assessing the student learning at the cognitive level	List the questions you will ask that correspond to the learning target, assessing the student learning at the cognitive level	

Tally up the number of items for the learning target

Lay out the learning targets for ALL of the common formative/interim assessments and THEN make the actual assessments.

Estimate the time it will take for students to answer

Write here the calendared date for the assessment. Sometimes it can be a small window.

Write here the date at which time you will look at the student work and make instruction plans based on the ...

Totals for the entire common formative/interim assessment ...

Assessment Administration Date:	Follow-up Meeting Date:	Total # of items:
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Find/make items that match the learning targets. You might not have all four types for each target, but "aim high" on Bloom's

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Keep a tally of your items and estimate the time.
Think: GOLDILOCKS!

Write here the calendared date for the assessment. Sometimes it can be a small window.

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Totals for the entire common formative/interim assessment... here

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Your assessment totals go here. Think: GOLDILOCKS!

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Calendar the COMMON assessment administration.

Write here the calendared date for the assessment. Sometimes it can be a small window.

Write here the date at which time you will look at the student work and make instruction plans based on the ar...

Totals for the entire common formative/interim assessment... here

Estimate the time it will take for students to answer

Assessment Administration Date:	Follow-up Meeting Date:

Total # of items:
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When will you meet to look at the student work AND make instructional plans based on your analysis?

Write here the calendared date for the assessment. Sometimes it can be a small window.	Write here the date at which time you will look at the student work and make instruction plans based on the an...	Totals for the entire common formative/interim assessmen...
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Assessment Administration Date:

Follow-up Meeting Date:

Total # of items:
Total Time:

break

Management

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

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Checking In w/ Kim

Read Kim's latest column in *Education Week*.

- What do you agree with?

- What do you disagree with?

- What works for you?

- What doesn't work for you?

Evidence

The Year at a Glance

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Evidence Collection

- Watch the video

- Collect evidence

- Focus on instruction
  - Standard III (Teaching Standards and NYSUT)
  - Domain 3 (Danielson)

Evidence Collection

- Label the evidence provided to you
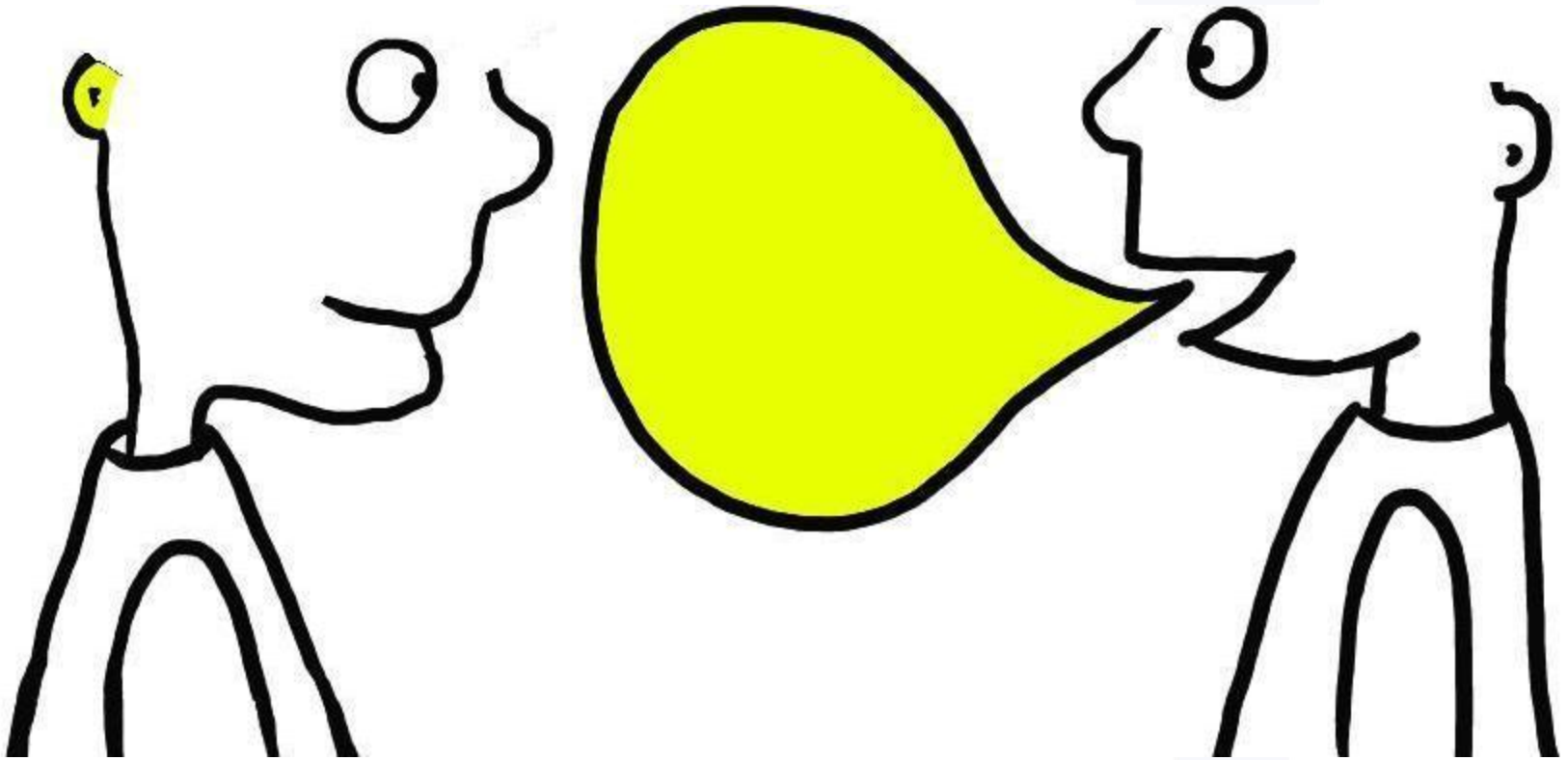- Use Standards (or refer to Danielson)

Evidence Collection

- Rate the teacher on Standard 3.
- As prompted in [polleverywhere](), text your rating
- Where were you, compared to
  - Others in the room (inter-rater agreement)
  - The facilitator (inter-rater reliability)

Growth-Producing Feedback

- With your neighbor, plan your conversation with the teacher

Agenda

- What's the Buzz?
- Mini-lesson: Data-Driven Instruction
- Checking in with Kim
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  - Rating including "right answers"
- The Follow-Up Conversation

Next Session

- January <u>30th</u> in Syracuse
- January <u>29th</u> in Cortland

- Agenda will include
  - Evidence
  - Ongoing Growth-Producing Feedback