Lead Evaluator Training

2012-2013

Day 7

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INSTRUCTIONAL SUPPORT

Agenda

- What's the Buzz

- "Specific considerations in evaluating teachers and principals of ELLs and students with disabilities"

- Mini-Lesson: Data Driven Instruction

- Evidence Collection

- Inter-rater agreement and reliability

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)			
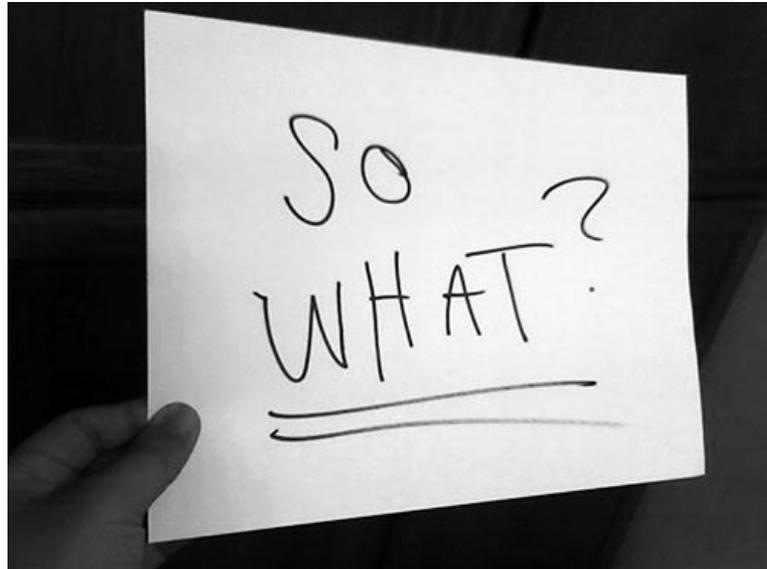
Specific considerations in evaluating teachers and principals of ELLs

Mini-lesson:
Data-Driven Instruction

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Standards

Professional Practice

Data

Culture

Data

It's always been here...

ITBS

Report Card

book

Letter

Perform

Sample

Terra Nova

ports

Essay

cores

Anec...

Pictures

Homework

Ca

Post

Rubrics

Pretest

PET

RCT

Interview

It's not really the data

It is about what we do about data

Common Interim Assessments
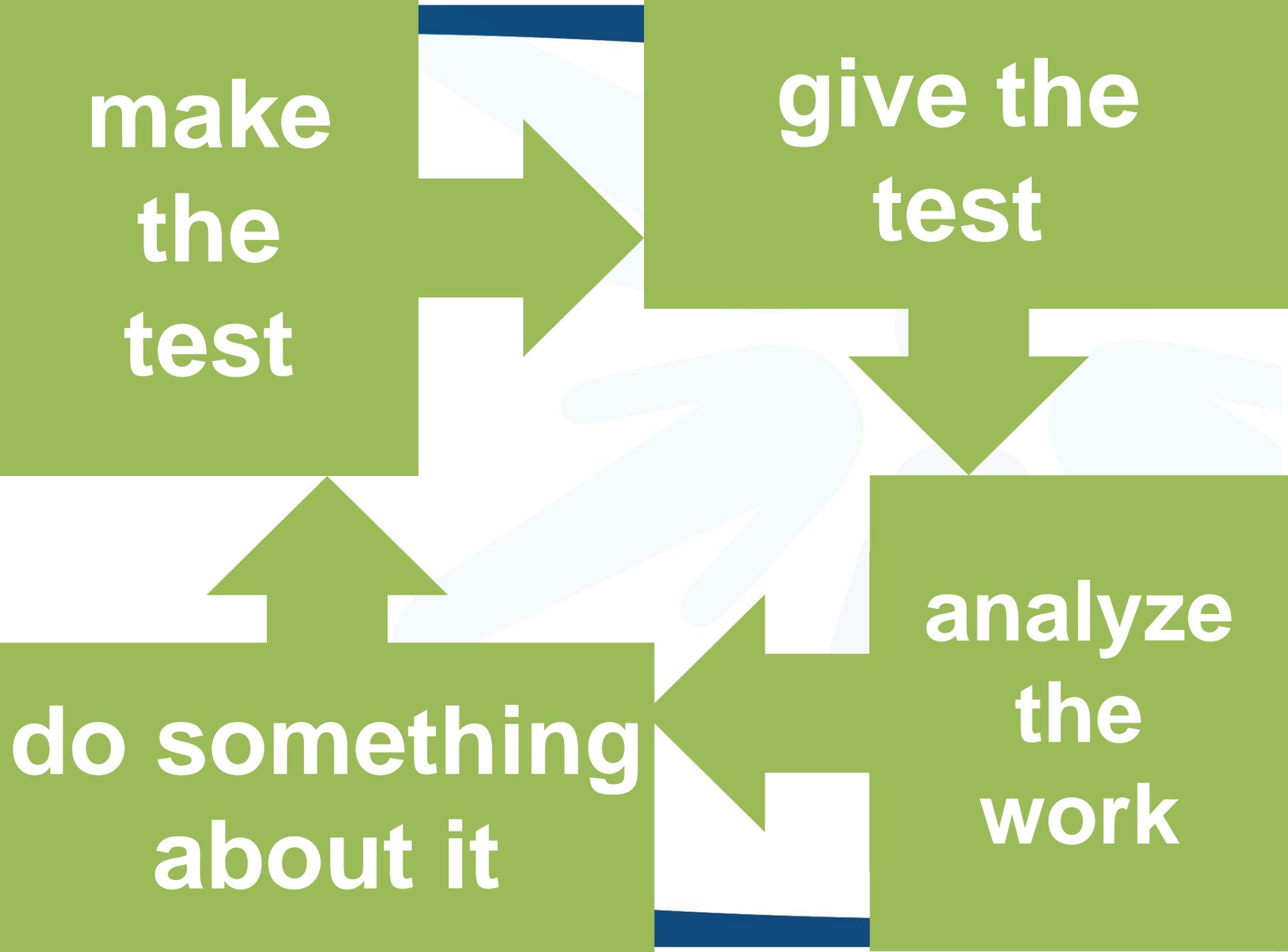
every 6-8 weeks

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	More 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"
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BE STRATEGIC!

Outcomes

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
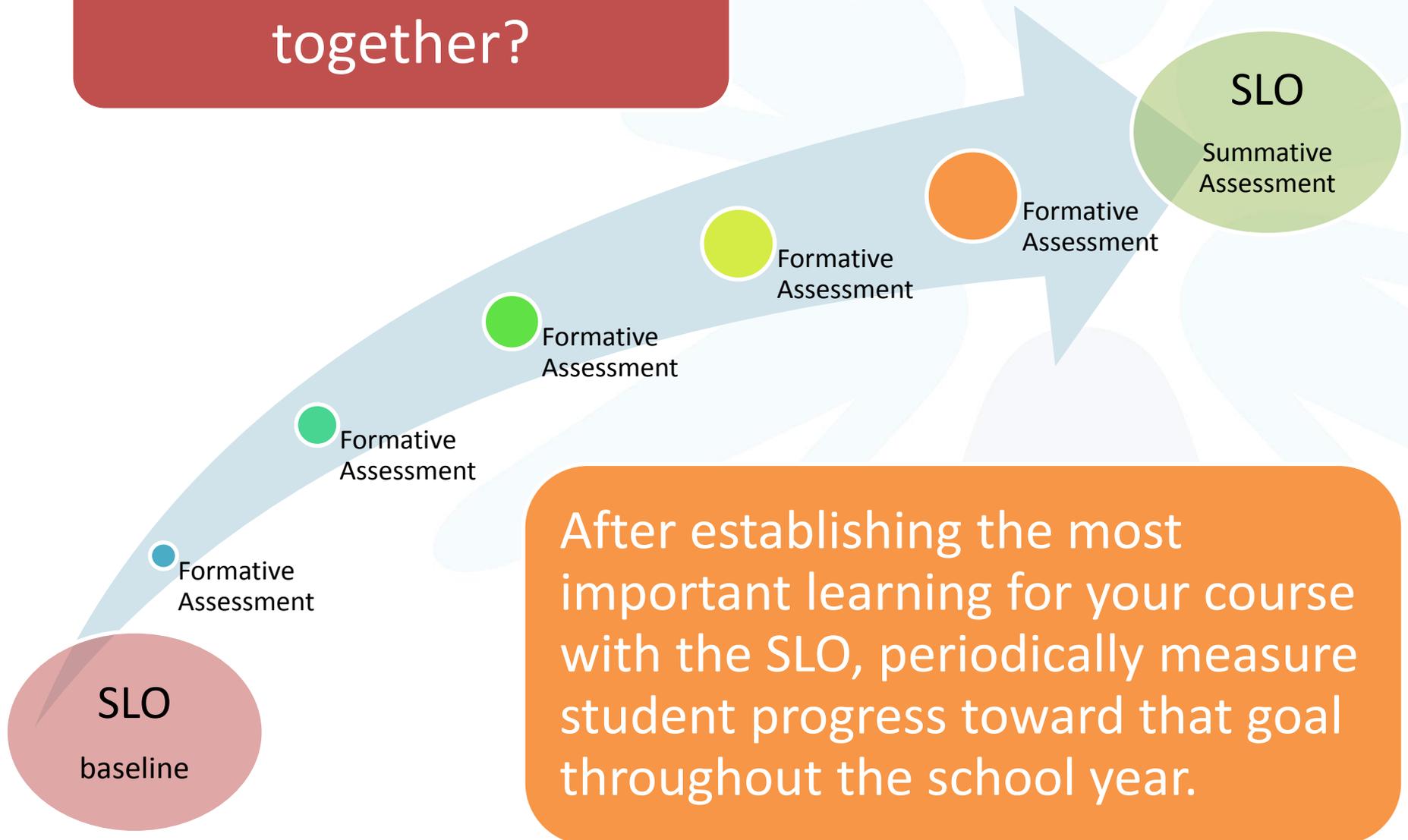
One completed interim assessment for your course

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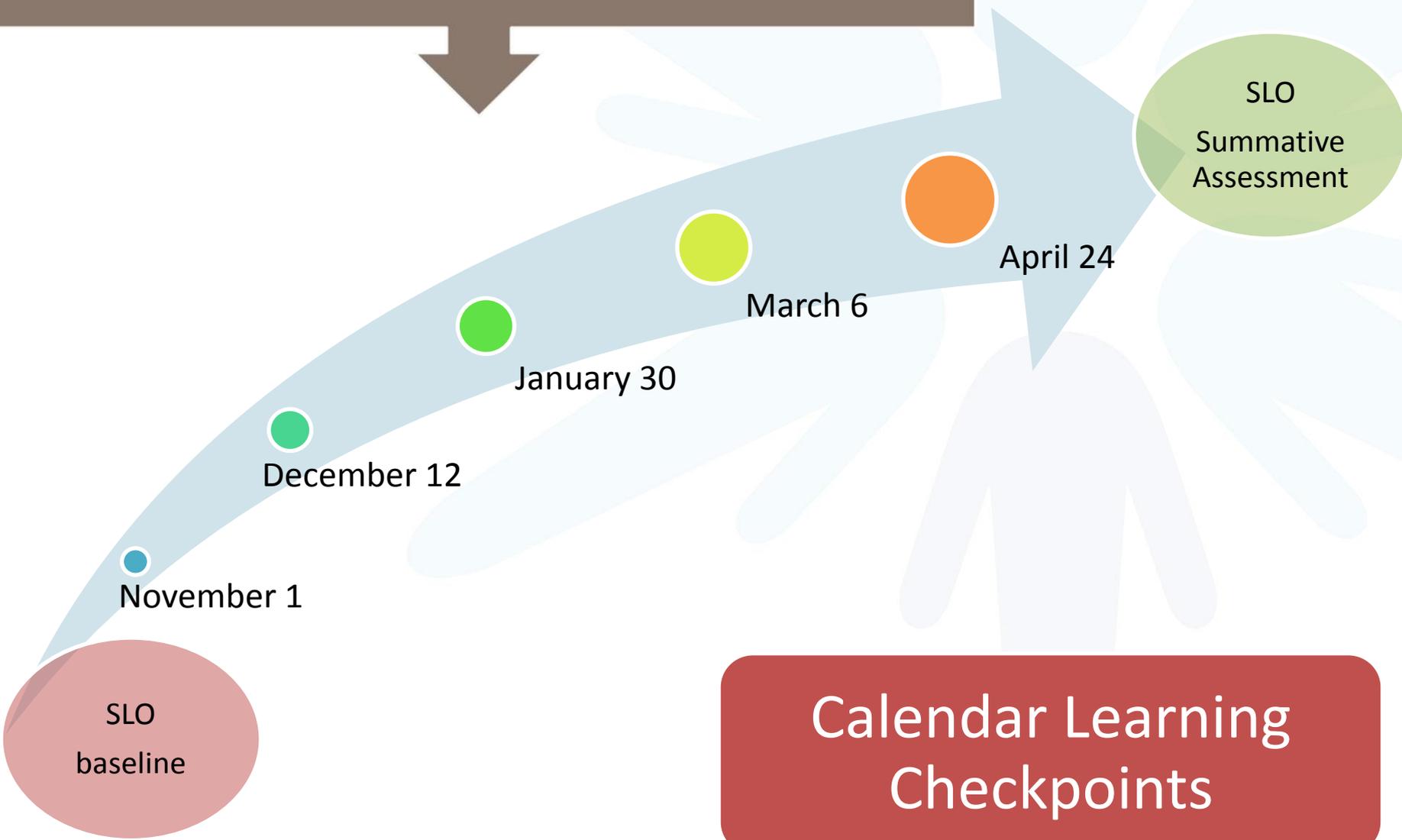
Calendar learning checkpoints throughout the school year

SLO Summative Assessment

April 24

March 6

January 30

December 12

November 1

SLO baseline

Calendar Learning Checkpoints
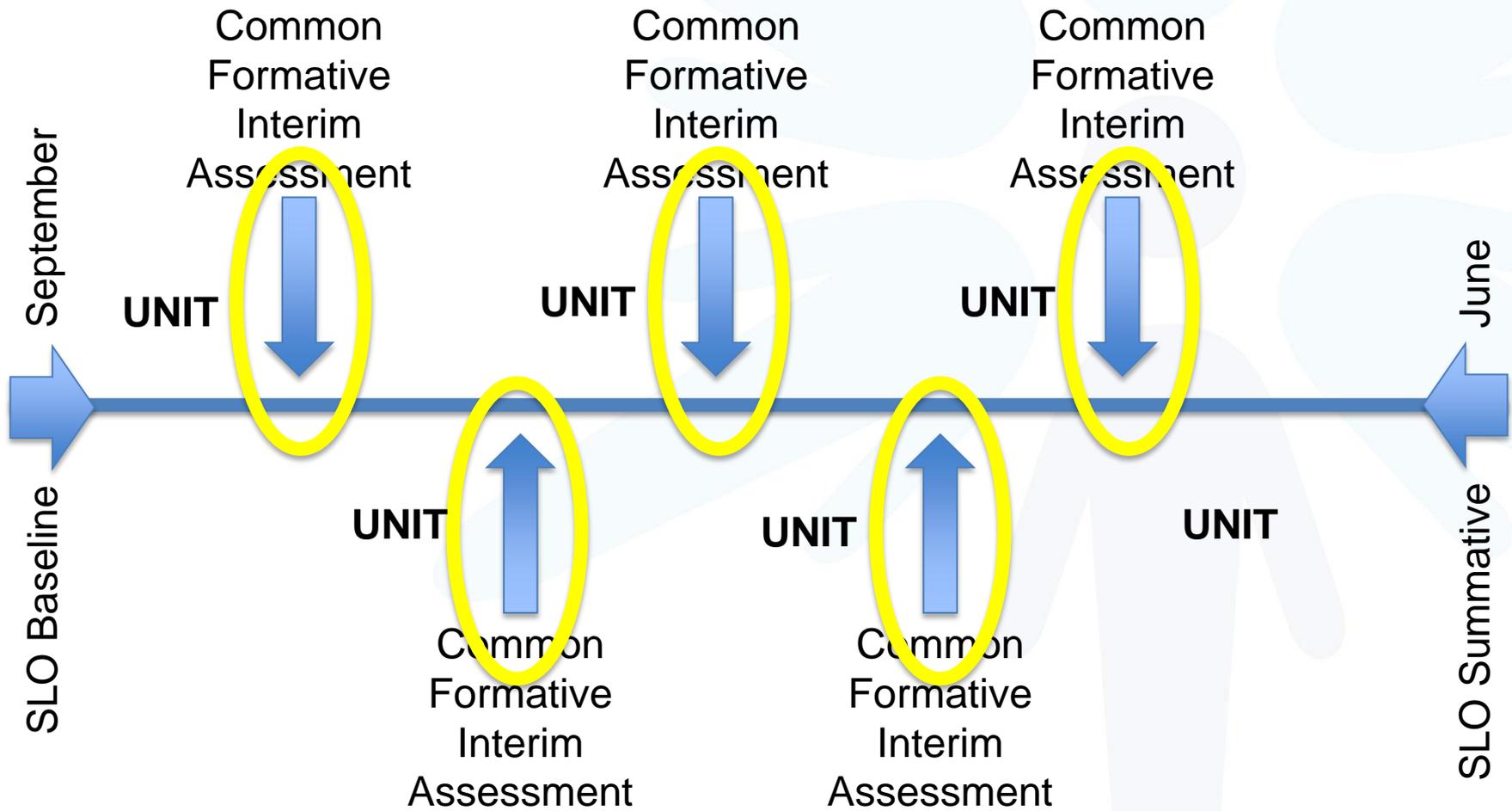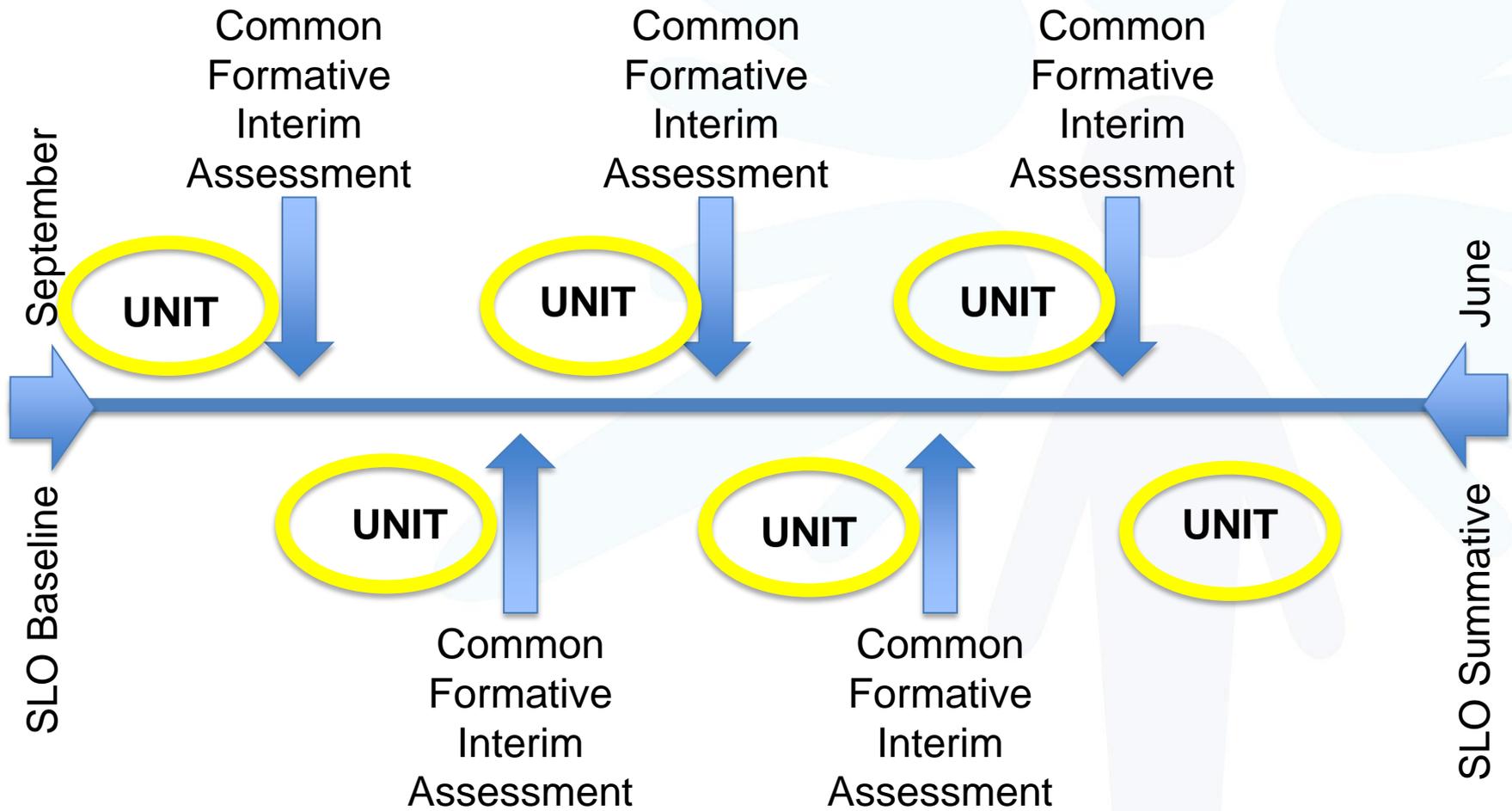
READY! FIRE! AIM!

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	

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 an...

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

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

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Tally up the number of items for the learning target

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!

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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 an...

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

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When will you meet to look at the student work AND make instructional plans based on your analysis?

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

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Totals for the entire common formative/interim assessment here

Assessment Administration Date:

Follow-up Meeting Date:

Total # of items:
Total Time:

break

Evidence Collection
and
Growth-Producing Feedback

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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
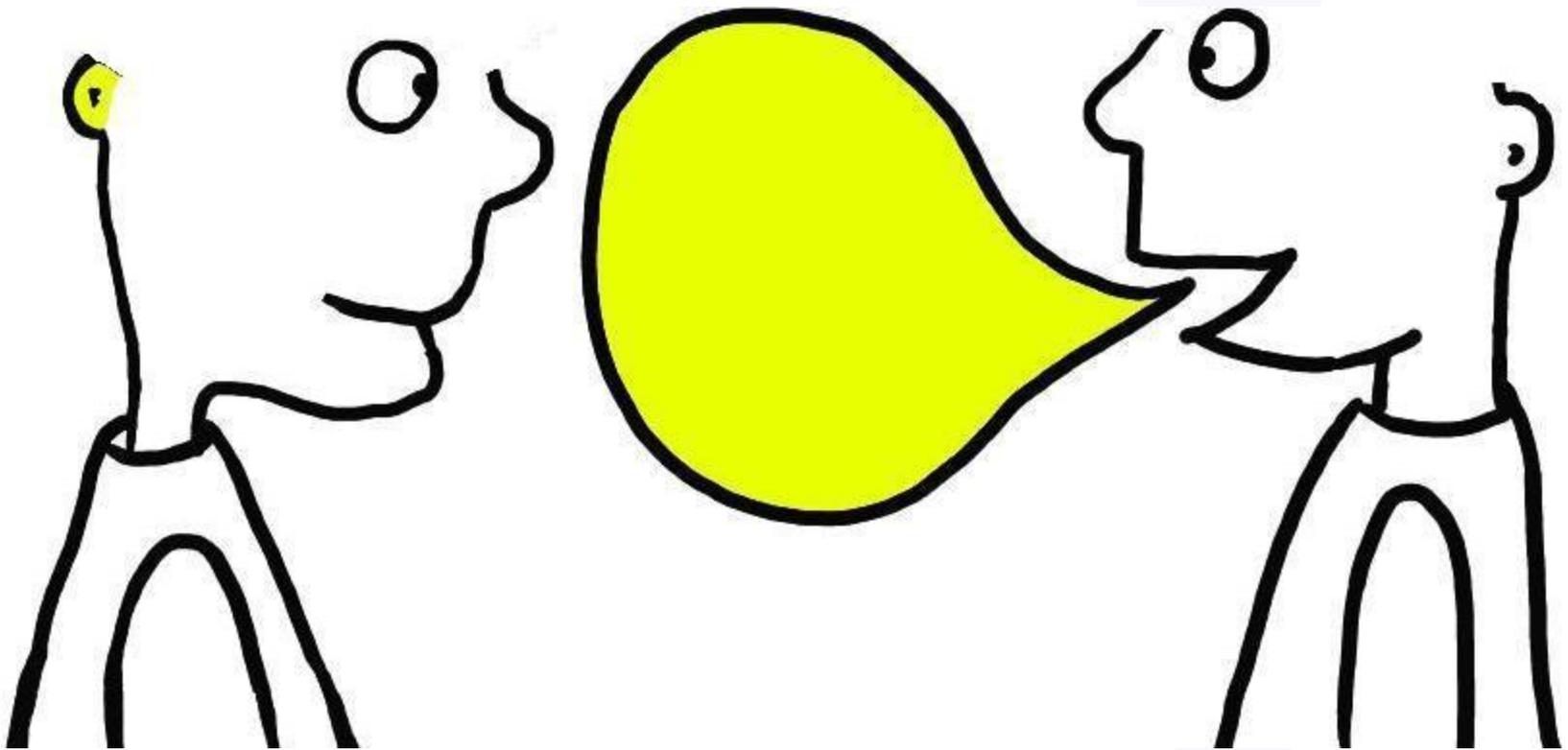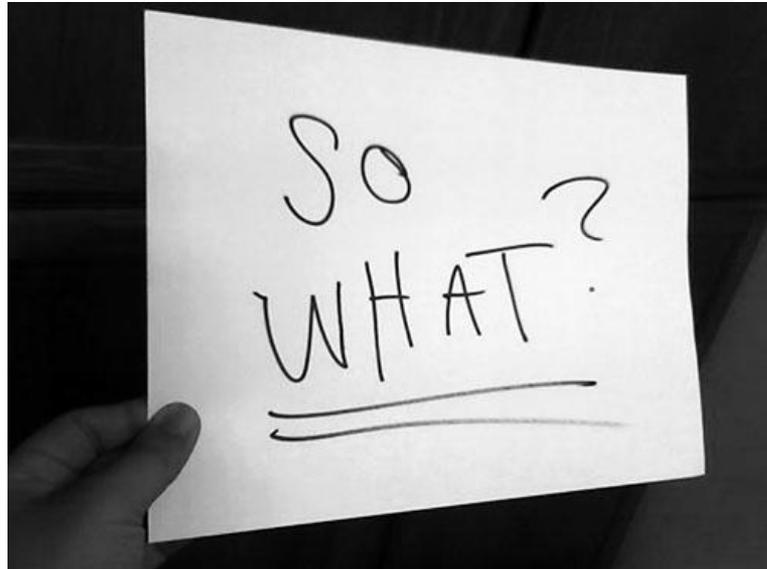- Use Standards (or refer to Danielson)

Evidence Collection

- Rate the teacher on Standard 4 (NYSUT).
- 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

Next Session

- January 11th in Syracuse

- Agenda will include
  - Evidence Collection and Growth-Producing Feedback
  - Preparing for Summative Conversations
  - Mini-lesson: 21st Century Skills in RTTT
  - Alignment of everything!

Session Close

- We don't have too much Year One Lead Evaluator Training left.

- What questions do you still have about the process?

- What questions do you have about the nine components?