Insight EDUCATION GROUP

MARYLAND STATE DEPARTMENT OF EDUCATION

EQUITY AND EXCELLENCE

Evaluator Training

Melinda Baiza, Senior Associate; Kim Day, Senior Associate

July, 2018

The Office of Leadership Development and School Improvement

Not Pictured: Christina Hill, Keanna Mathis, Denise Hershberger, Dr. Annette Anderson, and 13 Leadership Coaches

http://marylandpublicschools.org/about/Pages/OTPE/index.aspx

MARYLAND STATE DEPARTMENT OF EDUCATION
EQUITY AND EXCELLENCE

Fostering the Growth of Effective Leaders

Provide targeted professional learning experiences and resources to equip current and future leaders with the skills and knowledge required for successful school and district leadership.

Ensuring Valid and Reliable Evaluations

Oversee the development and implementation of Maryland's teacher and principal evaluation system. Training, guidance, and support is provided to local school systems in the implementation of fair and valid evaluations.

Raising the Quality of Education

Provide customized professional learning experiences and support, informed by data and grounded in effective practices, to improve school performance.

Research Supports a Strong Connection Between School Improvement and Leadership Development

"…there are **virtually no documented instances of troubled schools being turned around without intervention by a powerful leader**. Many other factors may contribute to such turnarounds, but leadership is the catalyst."-- *How Leadership Influences Student Learning,* Kenneth Leithwood, *et al*, University of Minnesota, University of Toronto, 2004

Principals are "**second only to classroom instruction** among all school-related factors that contribute to what students learn at school."-- *How Leadership Influences Student Learning,* Kenneth Leithwood, *et al*, University of Minnesota, University of Toronto, 2004

"Principals are **multipliers** of effective teaching."

-- *Developing Excellent School Principals to Advance Teaching and Learning: Considerations for State Policy,* Paul Manna, The Wallace Foundation, 2015

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State Principal Evaluation Model 2013-2017

Professional Practice 50%

Maryland Instructional Leadership Framework

- Vision
- Culture
- Curriculum, Instruction, and Assessment
- Observation / Evaluation of Teachers
- Technology and Data
- Professional Development
- Stakeholder Engagement

Interstate School Leaders Licensure Consortium Standards

- Operations and Budget
- Communication
- School Community
- Integrity, Fairness, and Ethics

2018-2019 All School Systems Must Align to the Professional Practice for Educational Leaders

Student Growth 50%

- Assessment Informed Growth Measure (informed by local or state assessment)
- Whole School Growth Measure

Ratings: Highly Effective, Effective, or Ineffective

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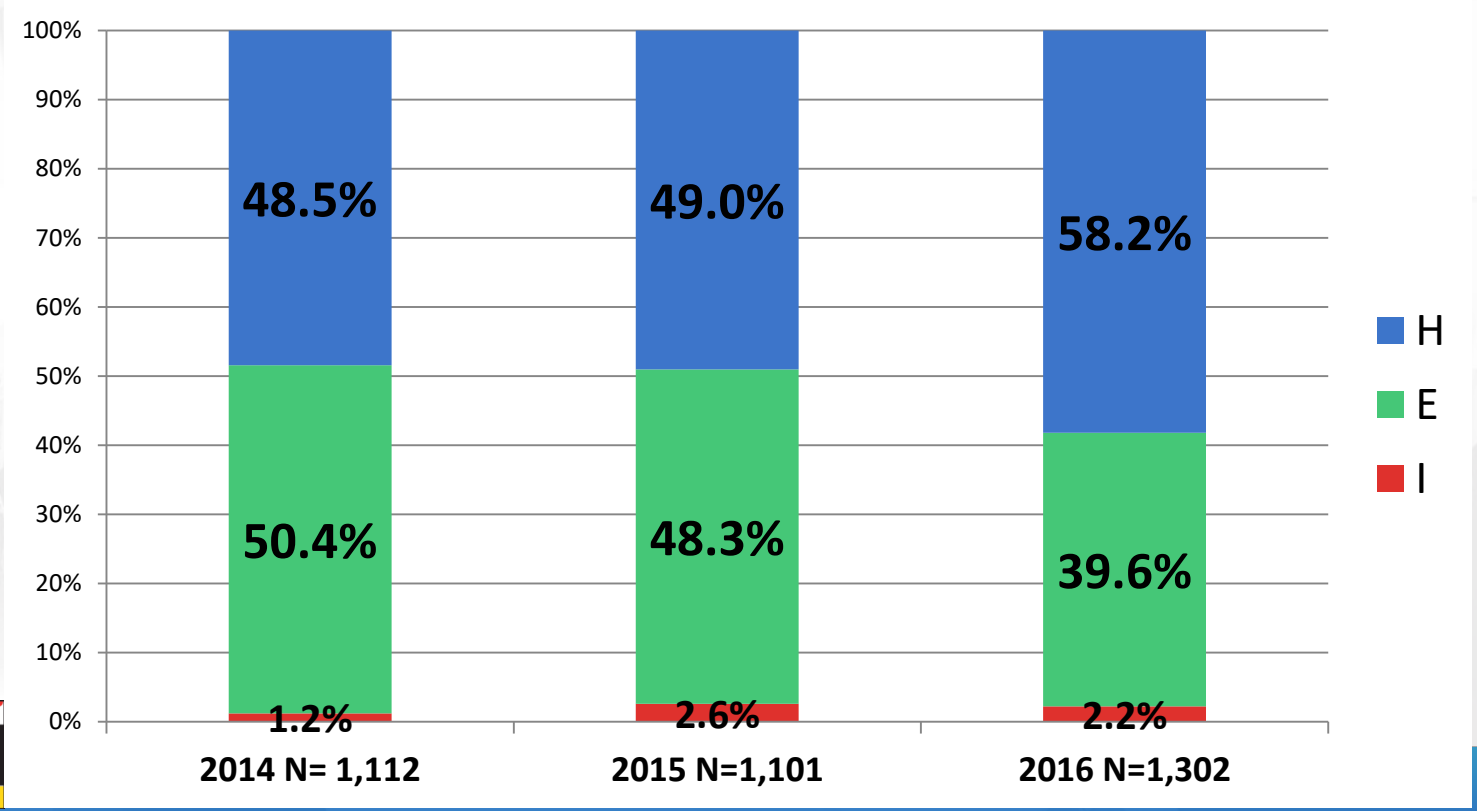
For the Last 3 Years, Most Maryland Principals were Rated as Highly Effective or Effective



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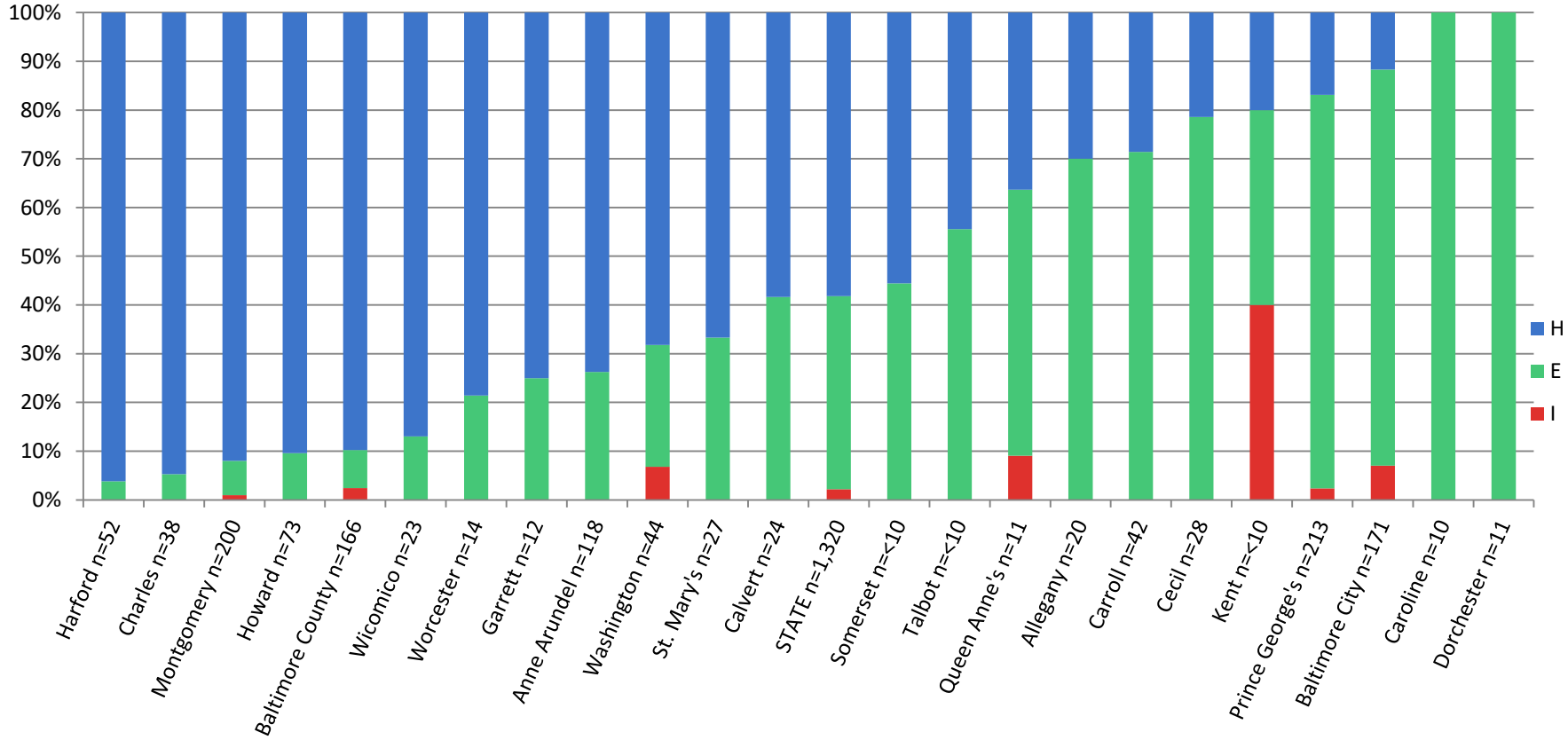
School Systems Range from Reporting 96% Highly Effective Principals to 0% Highly Effective Principals



Current State Teacher Evaluation Model

Professional Practice 50%	Student Growth 50%
Planning and Preparation	Assessment Informed Growth Measure (informed by local or state assessment)
Classroom Environment	Whole School Growth Measure
Instruction	
Professional Responsibility	

Ratings: Highly Effective, Effective, or Ineffective

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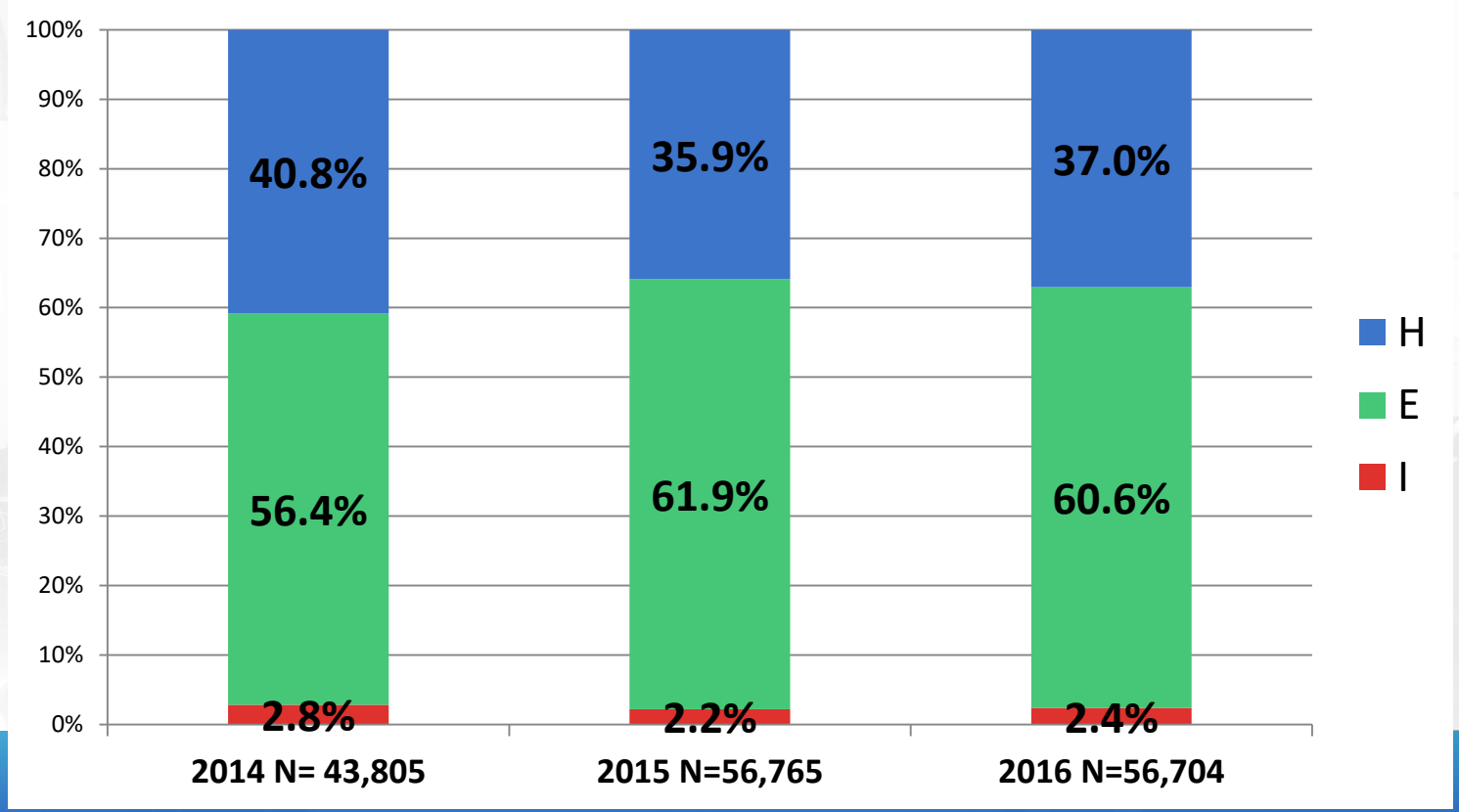
For the Last 3 Years, Most Maryland Teachers were Rated as Highly Effective or Effective



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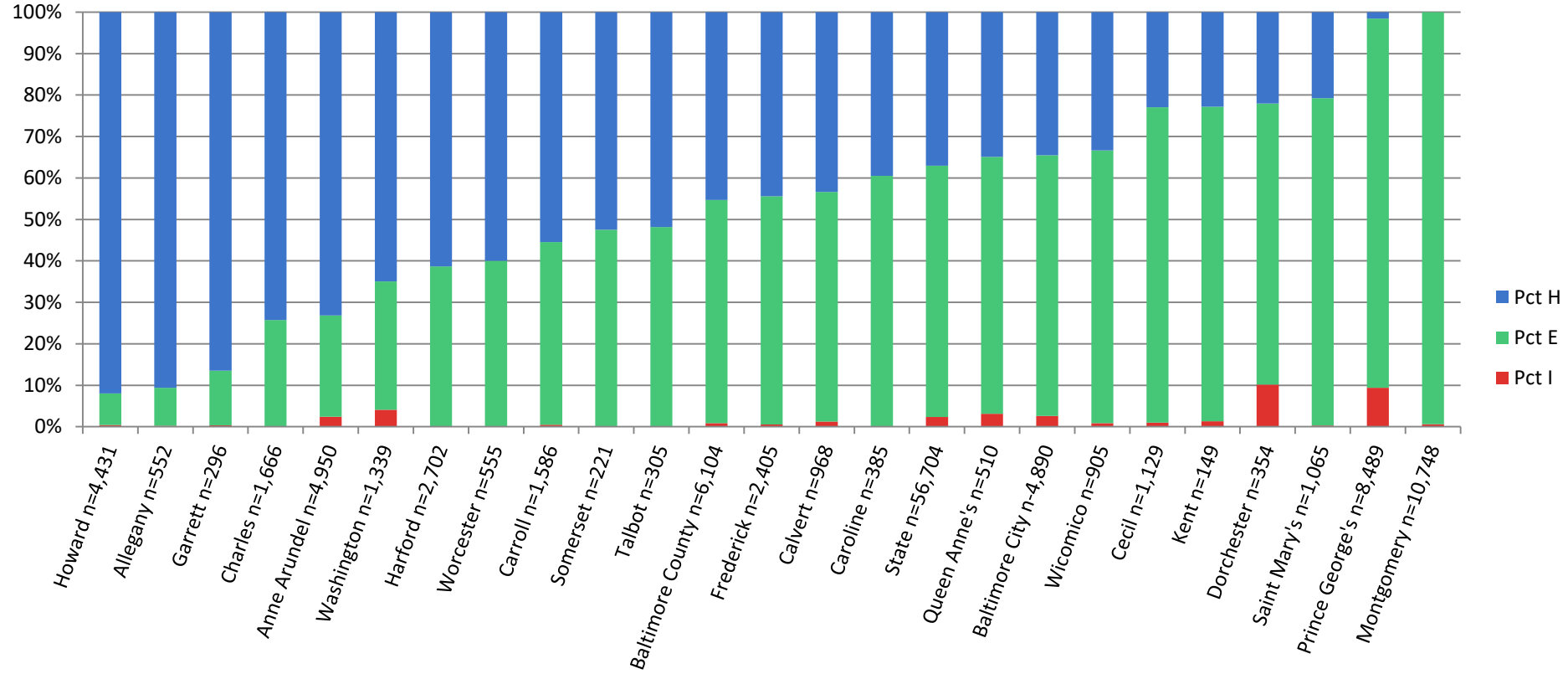
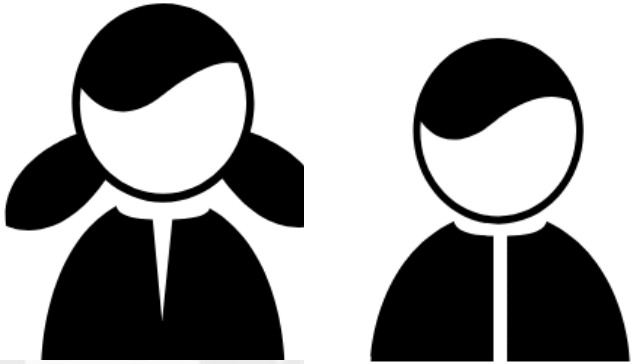
School Systems range from reporting 92% Highly Effective Teachers to Less than 2% Highly Effective Teachers



Connecting State Student Achievement to Effectiveness Ratings

Over 95% of Principals and Teachers
Rated Effective or Highly Effective



41% of Students
Earned a Level 4 or 5 on the Algebra I State Assessment

44% of Students
Earned a Level 4 or 5 on ELA/L 10 State Assessment

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Is the Current Evaluation of Principals and Teachers….

- **Valid?**

  Measures what it claims to measure

- **Reliable?**

  Produces stable and consistent results

- **Fair?**

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Improving the Evaluation System
We are Listening…..

Time it Takes for Formal Evaluation

Quality of Student Learning Objectives

Process Following an Ineffective Rating

Inter-rater Reliability

Validity and Reliability of Evaluations

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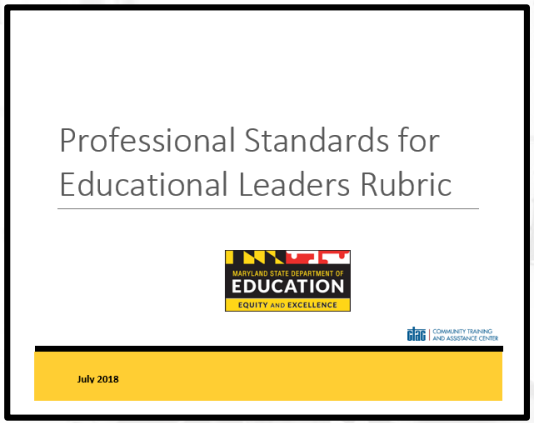
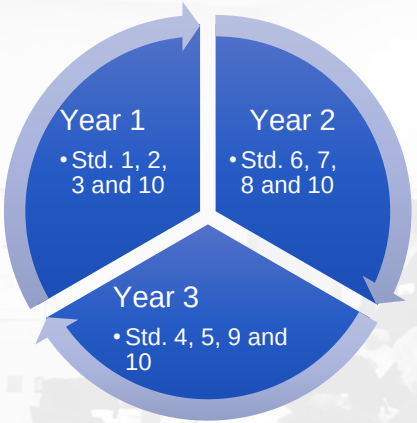
Revising the Principal Evaluation System



- Adopted New Standards
- Developed Rubric to Support Evaluations

Revised Evaluation Cycle for Principals



- Principals will be formally evaluated on all 10 standards over the course of 3 years.
- Principals collaborate with their supervisors to determine areas of focus each year.
- School systems submit evaluation data annually to MSDE.

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Revising the Teacher Evaluation System and Student Growth Measures

Conduct Research and Collect Data

Feb. – June 2018

Aug.– Dec. 2018

Convene a Workgroup and Invite Experts to Inform Revisions Based on Data and Research

Develop Resources that Support Implementation of Revised Evaluation System

Jan. – April 2019

June – Aug. 2019

Facilitate Evaluator Training

Pilot Revised Evaluation System

2019 – 2020

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Evaluator Training
2018-2019 School Year

- ✓ Establish a common foundation for evaluation practices.
- ✓ Foster consistency in evaluation performance ratings.
- ✓ Improve inter-rater reliability.

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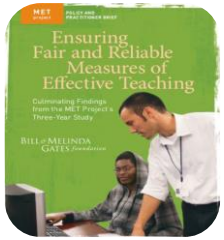
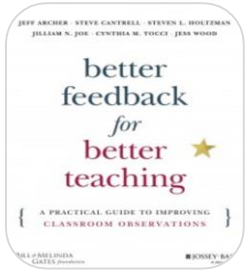
We work with **education leaders** to develop the strategy and confidence to lead **bold change** and provide embedded supports in schools and districts.

Our Work

The **efficacy of our work** has been documented in prominent studies and publications





Education Week

EdSurge

Getting Smart

eSchool News

edtech digest
cool tools · interviews · trends

Tech & Learning

SmartBrief

Focus Areas

School Improvement

Leadership Development

Teacher Growth

Expectations & Logistics

EXPECTATIONS

- Participate actively
- Honor time limits
- Be open to new ideas
- Trust the process
- Keep techno-distractions to a minimum
- Leave the space better than we found it

LOGISTICS

Training Resources/Materials

http://www.insighteducationgroup.com/md

Roadmap: Where are we going?

Over the course of our time together, we will examine:

- How can we impact **student outcomes** through effective evaluations in our state? What will that look and sound like?
- What **structures** need to be established in order to support effective evaluations for teachers and students to be successful?

Our work together

Calibrating on Application of Observation Tool

Identifying Effective Instructional Practices

Collecting Unbiased Evidence Linked to Student Outcomes

Effective Instructional Actionable Feedback

Outcomes

Day 1: By the end of this meeting, participants will have…

- Created their "why" for improving their skill at giving actionable feedback to improve teacher practice
- Discussed the importance of trust and its impact on improving teacher practice
- Connected critical attributes relating to instruction, student learning objectives, and classroom environment to the improvement of teacher practice

Agenda

- Establish the "Why"
- Discuss trust as a factor
- Analyze current practices
- Examine instructional best practices
- Link student learning to a clear evaluation system


WHAT?
WHY?
HOW?

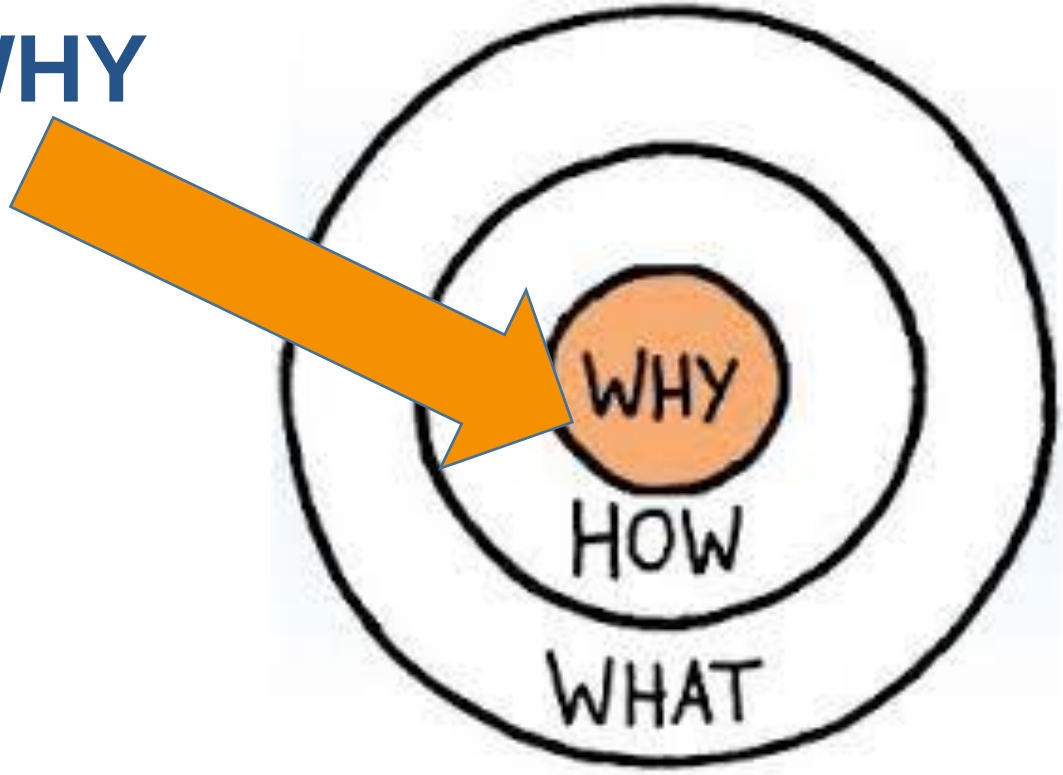
Defining Effective Practice

In order to create the conditions for improved teaching, one **must first define it**. Without such a definition of good practice, educators are, in effect, wandering in a swamp.

Charlotte Danielson

Setting the WHY

Start with the WHY



The WHY

Impacting Teacher Practices

- What do we value in adult learning?
- What kind of results do we expect from the feedback we provide to teachers?

The HOW

How do we ensure second-order (lasting) change?

- How do we currently provide support and feedback to our teachers?
- How can the incorporation of reflective structures improve adult learner outcomes?

The WHAT

Student Impact

- What do you notice about where we are and where we want to go?
- How can you, as instructional leaders, support/model this learning process?
- What will this mean for student learning?

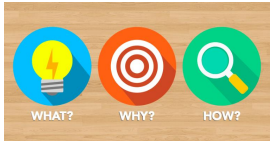
1-2-4-All

Setting the Purpose…

- How will our identification of our “why” guide our work?
- What opportunities do YOU see for making progress on this challenge?

Stop & Reflect

- How would the participants in your schools and throughout your community benefit from taking the time to *participate* in this process (versus *receiving* this information)?
- What do we need to do to communicate the real purpose behind an evaluation system?




The focus is on the STUDENT

The “Why” of Our Work

- ***If students are going to acquire the Maryland college and career-ready standards*** needed for post-secondary and career success…
  - ***then teachers must have time and autonomy*** to work on implementing effective teaching practices…
    - ***and the school must define effective teaching*** that supports college and career learning…

"Having **three years of good teachers** (85th percentile) **in a row** would overcome the average achievement deficit between low-income kids (those on free or reduced-price lunch) and others."

- Eric Hanushek, *Teacher Quality,* 2002

Priorities of Feedback and Evaluation Systems

- Place Student Learning at the Center
- Promote Growth and Development
- Recognize Excellence
- Set a High Bar for Success
- Streamline Expectations for Improvement

We want to ensure that each student is taught by an effective educator, in schools and districts led by effective leaders.

So what do we need to do?

It’s all about that trust!

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Trust as a Factor

- What role does trust play in supporting teachers to improve their practice?

Trust Matrix

- What is important about creating trust?
- What erodes trust?
- How can trust be developed with faculty in the building?
- How can trust be repaired when it is eroded?

Walking the line between evaluator and coach

Break – 10 minutes

Current Feedback Practices:

- What is going well?
- What needs to be improved?

Formal vs Informal Observations

- What is the difference between informal versus formal observations?
- What is the role of the…
  - Principal?
  - Instructional coach?
- What will feedback look/sound like?

Formal Observations

- At least two observations required per year
- Scheduled
- Planned pre- and post-conferences
- Follow up is provided

Informal Observations

- Multiple observations per year
- Provides a glance at a teacher's daily practice
- Can be announced or unannounced
- Follow up is provided

Robert Marzano, *Informal Observations: It's Not a Gotcha Tactic*, 2012

It’s a matter of:

- Adult learning theory; theory of change
  - Working together is more powerful than working alone
  - Adults don’t incorporate new ways of doing their work without feedback and coaching
- Getting to scale with any significant change
  - Getting improvement to “stick” over a large number of classrooms
- Coherence of change and improvement
  - Reduce variation from classroom to classroom and school to school

Four Corners

When it comes to cooking, I am on a . . .

1. **Dirt Trail** (little comfort)
2. **Gravel Road** (some comfort)
3. **Paved Road** (a lot of comfort)
4. **Highway** (I got this!)

Four Corners

When it comes to providing feedback on effective instruction, I am on a . . .

1. **Dirt Trail** (little comfort)
2. **Gravel Road** (some comfort)
3. **Paved Road** (a lot of comfort)
4. **Highway** (I got this!)

Debrief Questions:

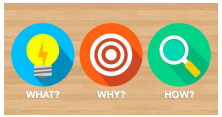
- Why did you put yourself in that corner?
- What do you need to do get yourself to a higher road?
- If you are already on the Highway, what do you need to do to continue on the highway?

9

Stop & Reflect

Why would we include this four corners reflection activity?

How/why can you utilize this (and/or other reflection strategies) in PLCs and classrooms?

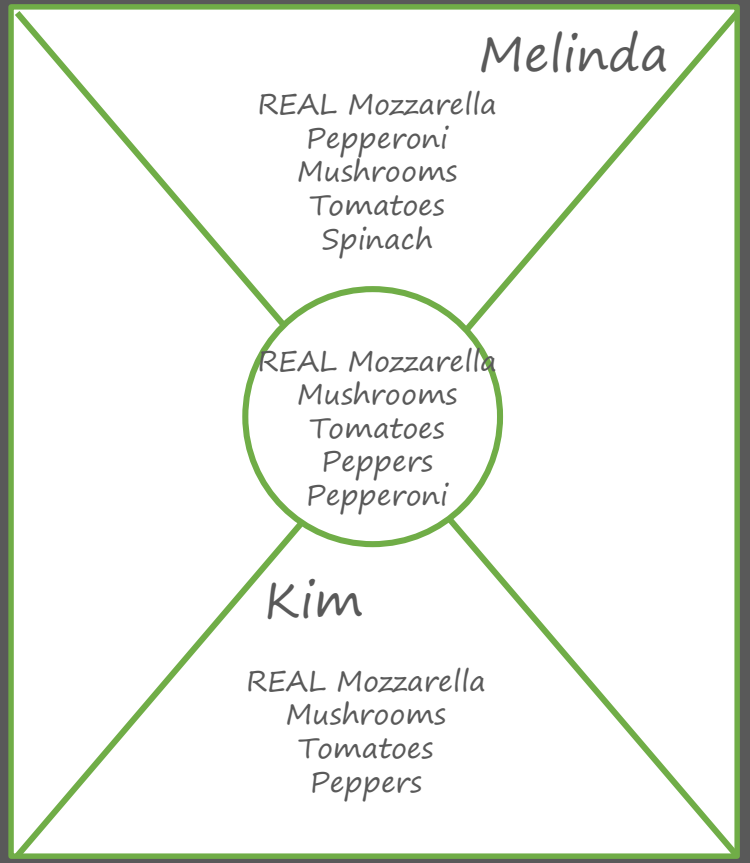


Lunch

In an outstanding classroom, what do we see regarding classroom environment, instruction, and student outcomes?

Effective Instruction

Placemat Consensus



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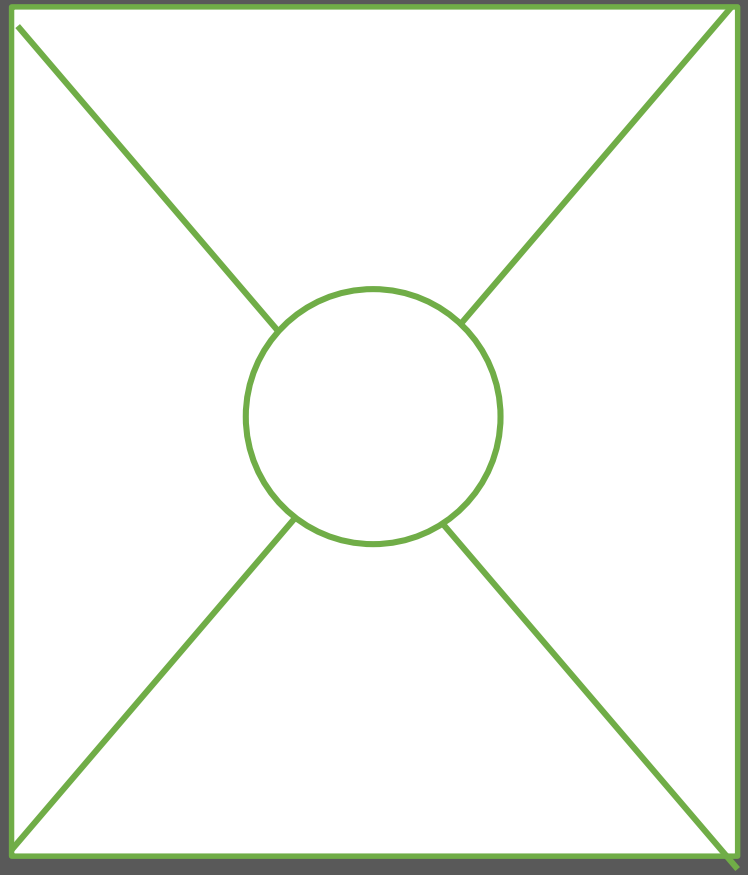
What does highly effective instruction look and sound like?

Placemat Consensus



What does highly effective instruction look and sound like?

Debrief: Popcorn out some responses

Effective Instruction has…

- Teacher clarity
- Classroom discussion
- Practice and feedback
- Formative Assessments
- Metacognitive strategies
- Student engagement
- A learning environment wherein students are encouraged to take risks
- Clear, shared outcomes
- Varied content, materials, and methods of instruction
- Complex thinking and transfer

Robert Marzano, *Planning for Instruction: Best Practices*, 2012

A vison is only meaningful if it plays out in every classroom, for every student, every day.

Ken Kay, Partnership for 21st Century Learning

Charlotte Danielson's FRAMEWORK FOR TEACHING

DOMAIN 1: Planning and Preparation

1a Demonstrating Knowledge of Content and Pedagogy
- Content knowledge • Prerequisite relationships • Content pedagogy

1b Demonstrating Knowledge of Students
- Child development • Learning process • Special needs
- Student skills, knowledge, and proficiency
- Interests and cultural heritage

1c Setting Instructional Outcomes
- Value, sequence, and alignment • Clarity • Balance
- Suitability for diverse learners

1d Demonstrating Knowledge of Resources
- For classroom • To extend content knowledge • For students

1e Designing Coherent Instruction
- Learning activities • Instructional materials and resources
- Instructional groups • Lesson and unit structure

1f Designing Student Assessments
- Congruence with outcomes • Criteria and standards
- Formative assessments • Use for planning

DOMAIN 2: The Classroom Environment

2a Creating an Environment of Respect and Rapport
- Teacher interaction with students • Student interaction with students

2b Establishing a Culture for Learning
- Importance of content • Expectations for learning and behavior
- Student pride in work

2c Managing Classroom Procedures
- Instructional groups • Transitions
- Materials and supplies • Non-instructional duties
- Supervision of volunteers and paraprofessionals

2d Managing Student Behavior
- Expectations • Monitoring behavior • Response to misbehavior

2e Organizing Physical Space
- Safety and accessibility • Arrangement of furniture and resources

DOMAIN 4: Professional Responsibilities

4a Reflecting on Teaching
- Accuracy • Use in future teaching

4b Maintaining Accurate Records
- Student completion of assignments
- Student progress in learning • Non-instructional records

4c Communicating with Families
- About instructional program • About individual students
- Engagement of families in instructional program

4d Participating in a Professional Community
- Relationships with colleagues • Participation in school projects
- Involvement in culture of professional inquiry • Service to school

4e Growing and Developing Professionally
- Enhancement of content knowledge and pedagogical skill
- Service to the profession

4f Showing Professionalism
- Integrity/ethical conduct • Service to students • Advocacy
- Decision-making • Compliance with school/district regulations

DOMAIN 3: Instruction

3a Communicating With Students
- Expectations for learning • Directions and procedures
- Explanations of content • Use of oral and written language

3b Using Questioning and Discussion Techniques
- Quality of questions • Discussion techniques • Student participation

3c Engaging Students in Learning
- Activities and assignments • Student groups
- Instructional materials and resources • Structure and pacing

3d Using Assessment in Instruction
- Assessment criteria • Monitoring of student learning
- Feedback to students • Student self-assessment and monitoring

3e Demonstrating Flexibility and Responsiveness
- Lesson adjustment • Response to students • Persistence

www.danielsongroup.org

What are the critical attributes of highly effective instruction?

Examining Key Expectations for Performance Across Levels

1. **Read** across the rows for each element.

2. **Highlight the key descriptions** of performance at each level.

3. Look down the column (across elements) and **circle the key words** or ideas that best summarize each of the four performance levels.

Example

Domain 3: Instruction

Component	Unsatisfactory	Basic	Proficient	Distinguished
3a: Communicating with Students	The instructional purpose of the lesson is unclear to students, and the directions and procedures are confusing. The teacher's explanation of the content contains major errors and does not include any explanation of strategies students might use. The teacher's spoken or written language contains errors of grammar or syntax. The teacher's academic vocabulary is inappropriate, vague, or used incorrectly, leaving students confused.	The teacher's attempt to explain the instructional purpose has only limited success, and/or directions and procedures must be clarified after initial student confusion. The teacher's explanation of the content may contain minor errors; some portions are clear, others difficult to follow. The teacher's explanation does not invite students to engage intellectually or to understand strategies they might use when working independently. The teacher's spoken language is correct but uses vocabulary that is either limited or not fully appropriate to the students' ages or backgrounds. The teacher rarely takes opportunities to explain academic vocabulary.	The instructional purpose of the lesson is clearly communicated to students, including where it is situated within broader learning; directions and procedures are explained clearly and may be modeled. The teacher's explanation of content is scaffolded, clear, and accurate and connects with students' knowledge and experience. During the explanation of content, the teacher focuses, as appropriate, on strategies students can use when working independently and invites student intellectual engagement. The teacher's spoken and written language is clear and correct and is suitable to students' ages and interests. The teacher's use of academic vocabulary is precise and serves to extend student understanding.	The teacher links the instructional purpose of the lesson to the larger curriculum; the directions and procedures are clear and anticipate possible student misunderstanding. The teacher's explanation of content is thorough and clear, developing conceptual understanding through clear scaffolding and connecting with students' interests. Students contribute to extending the content by explaining concepts to their classmates and suggesting strategies that might be used. The teacher's spoken and written language is expressive, and the teacher finds opportunities to extend students' vocabularies, both within the discipline and for more general use. Students contribute to the correct use of academic vocabulary.
3b: Using Questioning and Discussion Techniques	The teacher's questions are of low cognitive challenge, with single correct responses, and are asked in rapid succession. Interaction between the teacher and students is predominantly recitation style, with the teacher mediating all questions and answers; the teacher accepts all contributions without asking students to explain their reasoning. Only a few students participate in the discussion.	The teacher's questions lead students through a single path of inquiry, with answers seemingly determined in advance. Alternatively, the teacher attempts to ask some questions designed to engage students in thinking, but only a few students are involved. The teacher attempts to engage all students in the discussion, to encourage them to respond to one another, and to explain their thinking, with uneven results.	While the teacher may use some low-level questions, he poses questions designed to promote student thinking and understanding. The teacher creates a genuine discussion among students, providing adequate time for students to respond and stepping aside when doing so is appropriate. The teacher challenges students to justify their thinking and successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard.	The teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high-level thinking and discourse, and promote metacognition. Students formulate many questions, initiate topics, challenge one another's thinking, and make unsolicited contributions. Students themselves ensure that all voices are heard in the discussion.
3c: Engaging Students in Learning	The learning tasks/ activities, materials and, resources are poorly aligned with the instructional outcomes, or require only rote responses, with only one approach possible. The groupings of students are unsuitable to the activities. The lesson has no clearly defined structure, or the pace of the lesson is too slow or rushed.	The learning tasks and activities are partially aligned with the instructional outcomes but require only minimal thinking by students and little opportunity for them to explain their thinking, allowing most students to be passive or merely compliant. The groupings of students are moderately suitable to the activities. The lesson has a recognizable structure; however, the pacing of the lesson may not provide students the time needed to be intellectually engaged or may be so slow that many students have a considerable amount of "down time."	The learning tasks and activities are fully aligned with the instructional outcomes and are designed to challenge student thinking, inviting students to make their thinking visible. This technique results in active intellectual engagement by most students with important and challenging content and with teacher scaffolding to support that engagement. The groupings of students are suitable to the activities. The lesson has a clearly defined structure, and the pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged.	Virtually all students are intellectually engaged in challenging content through well-designed learning tasks and activities that require complex thinking by students. The teacher provides suitable scaffolding and challenges students to explain their thinking. There is evidence of some student initiation of inquiry and student contributions to the exploration of important content; students may serve as resources for one another. The lesson has a clearly defined structure, and the pacing of the lesson provides students the time needed not only to intellectually engage with and reflect upon their learning but also to consolidate their understanding.
3d: Using Assessment in Instruction	Students do not appear to be aware of the assessment criteria, and there is little or no monitoring of student learning; feedback is absent or of poor quality. Students do not engage in self- or peer assessment,.	Students appear to be only partially aware of the assessment criteria, and the teacher monitors student learning for the class as a whole. Questions and assessments are rarely used to diagnose evidence of learning. Feedback to students is general, and few students assess their own work..	Students appear to be aware of the assessment criteria, and the teacher monitors student learning for groups of students. Questions and assessments are regularly used to diagnose evidence of learning. Teacher feedback to groups of students is accurate and specific; some students engage in self-assessment	Assessment is fully integrated into instruction, through extensive use of formative assessment. Students appear to be aware of, and there is some evidence that they have contributed to, the assessment criteria. Questions and assessments are used regularly to diagnose evidence of learning by individual students. A variety of forms of feedback, from both teacher and peers, is accurate and specific and advances learning. Students self-assess and monitor their own progress. The teacher successfully differentiates instruction to address individual students' misunderstandings.
3e: Demonstrating Flexibility and Responsiveness	The teacher ignores students' questions; when students have difficulty learning, the teacher blames them or their home environment for their lack of success. The teacher makes no attempt to adjust the lesson even when students don't understand the content.	The teacher accepts responsibility for the success of all students but has only a limited repertoire of strategies to use. Adjustment of the lesson in response to assessment is minimal or ineffective.	The teacher successfully accommodates students' questions and interests. Drawing on a broad repertoire of strategies, the teacher persists in seeking approaches for students who have difficulty learning. If impromptu measures are needed, the teacher makes a minor adjustment to the lesson and does so smoothly.	The teacher seizes an opportunity to enhance learning, building on a spontaneous event or students' interests, or successfully adjusts and differentiates instruction to address individual student misunderstandings. Using an extensive repertoire of instructional strategies and soliciting additional resources from the school or community, the teacher persists in seeking effective approaches for students who need help.

Component	Unsatisfactory	Basic	Proficient	Distinguished
3a: Communicating with students	The instructional purpose of the lesson is unclear to students, and the directions and procedures are confusing. The teacher's explanation of the content contains major errors and does not include any explanation of strategies students might use. The teacher's spoken or written language contains errors of grammar or syntax. The teacher's academic vocabulary is inappropriate, vague, or used incorrectly, leaving students confused.	The teacher's attempt to explain the instructional purpose has only limited success, and/or directions and procedures must be clarified after initial student confusion. The teacher's explanation of the content may contain minor errors; some portions are clear, others difficult to follow. The teacher's explanation does not invite students to engage intellectually or to understand strategies they might use when working independently. The teacher's spoken language is correct but uses vocabulary that is either limited or not fully appropriate to the students' ages or backgrounds. The teacher rarely takes opportunities to explain academic vocabulary.	The instructional purpose of the lesson is clearly communicated to students, including where it is situated within broader learning; directions and procedures are explained clearly and may be modeled. The teacher's explanation of content is scaffolded, clear, and accurate and connects with students' knowledge and experience. During the explanation of content, the teacher focuses, as appropriate, on strategies students can use when working independently and invites student intellectual engagement. The teacher's spoken and written language is clear and correct and is suitable to students' ages and interests. The teacher's use of academic vocabulary is precise and serves to extend student understanding.	The teacher links the instructional purpose of the lesson to the larger curriculum; the directions and procedures are clear and anticipate possible student misunderstanding. The teacher's explanation of content is thorough and clear, developing conceptual understanding through clear scaffolding and connecting with students' interests. Students contribute to extending the content by explaining concepts to their classmates and suggesting strategies that might be used. The teacher's spoken and written language is expressive, and the teacher finds opportunities to extend students' vocabularies, both within the discipline and for more general use. Students contribute to the correct use of academic vocabulary.

Digging in

Why is this indicator important?	How is evidence for this indicator documented? Think about possible evidence.
How might lack of skill in this domain affect the other domains?	Which component/s in this domain might beginning teachers find particularly difficult?
Look at the descriptors. What differentiates performance levels?	What have you noticed / learned about this component while working with the framework?
How can you support teacher's growth in this domain?	What else should we consider?

3

2

1

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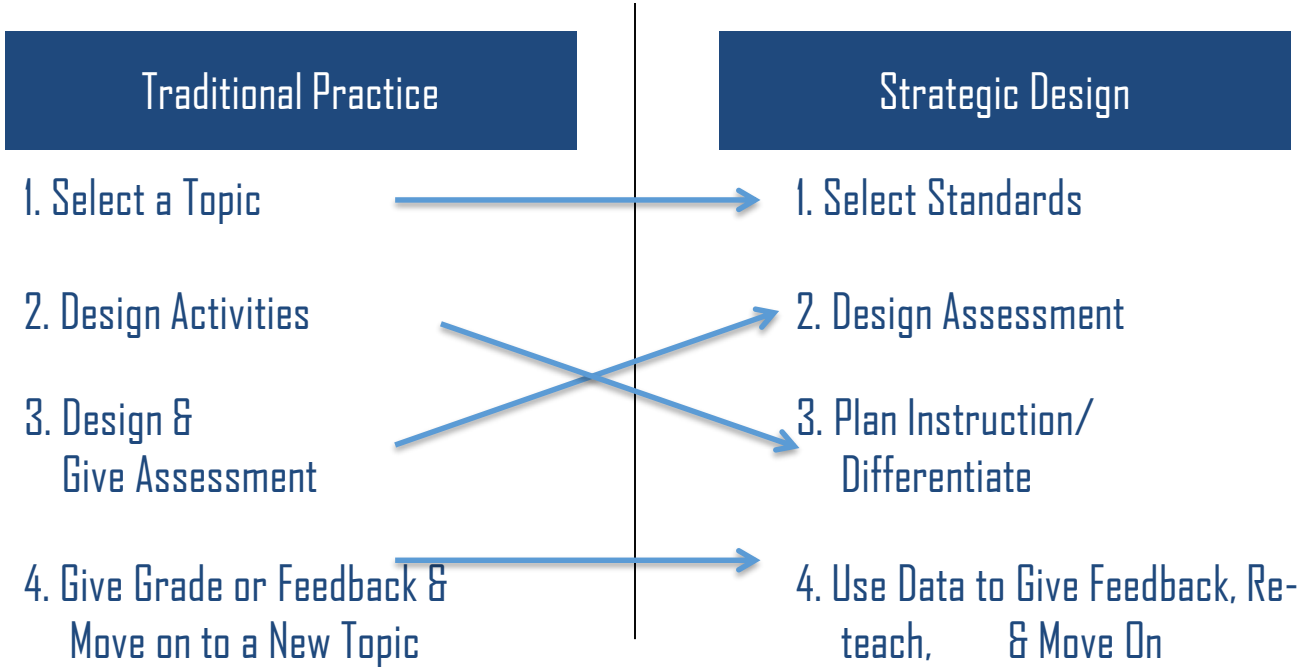
13-14

What are the subsequent implications for taking this information back to your schools?

What are the critical attributes of highly effective student outcomes?

Traditional Planning vs. Strategic Design Planning



Three Stages of Strategic Design

SLOs

- Please see various SLO examples for elementary, middle, and high school classes (found on tables)

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SLOs

- After analyzing as a group your table's SLO:
  - What do you notice?
  - What do you need more information on?
  - What do you want to share about this SLO to others?

Stop-n-go:

Notice: What new insights were revealed to you through this activity?

Stop: What content is slowing you down?

Go: What are you going to take off with from this?

& Reflect

What support does your school need to effectively support the understanding of the expectations of teaching practice outlined in the rubric?

What will you do next?

Exit Ticket:

3 things that you learned today
2 suggestions that you have
1 question that is still lingering

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DAY 2

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Evaluator Training

Melinda Baiza, Senior Associate; Kim Day, Senior Associate

July, 2018

Expectations & Logistics

EXPECTATIONS

- Participate actively
- Honor time limits
- Be open to new ideas
- Trust the process
- Keep techno-distractions to a minimum
- Leave the space better than we found it

LOGISTICS

Exit Ticket Take-Aways…

- Observations – develop a schedule – block it off and stick to it. Paul Bambrick-Santoyo (Leverage Leadership) system
- The role of the school leaders are to serve as a referee and coach in that, trust and feedback are vital with a shared instructional vision. Ultimately you have to grow and hold teachers accountable.
- Sample walkthroughs will be shared (see box for electronic copies)

Exit Ticket Take-Aways…

Today…

- Use of specific high quality unbiased evidence guides calibration conversations and ensures inter-rater reliability in terms of what makes effective instruction

Recap of Day 1

How does the observation tool support the teacher evaluation process?

How does defining the purpose (Why, How, What) support the evaluation process?

What role does trust play in the evaluation process?

How does setting the vision for effective instruction support the evaluation process?

Roadmap: Where are we going?

Over the course of our time together, we will examine:

- How can we impact **student outcomes** through effective evaluations in our state? What will that look and sound like?
- What **structures** need to be established in order to support effective evaluations for teachers and students to be successful?

Our work together

Calibrating on Application of Observation Tool

Identifying Effective Instructional Practices

Collecting Unbiased Evidence Linked to Student Outcomes

Effective Instructional Actionable Feedback

Outcomes

Day 2: By the end of the meeting, participants will have…

- Applied the process of classroom observations to support teachers in the improvement of their practice
- Collected evidence and data based on the identified attributes to norm feedback given to teachers
- Used oral and written communication to practice providing actionable feedback for teachers

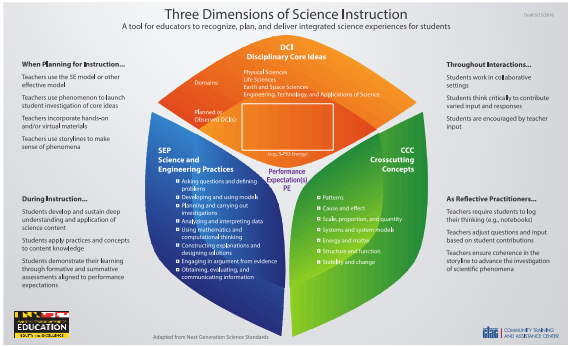
Agenda

- Discuss process of improving teacher practice
- Review evidence collection strategies
- Observe Videos to practice calibration
- Create actionable feedback for teacher growth

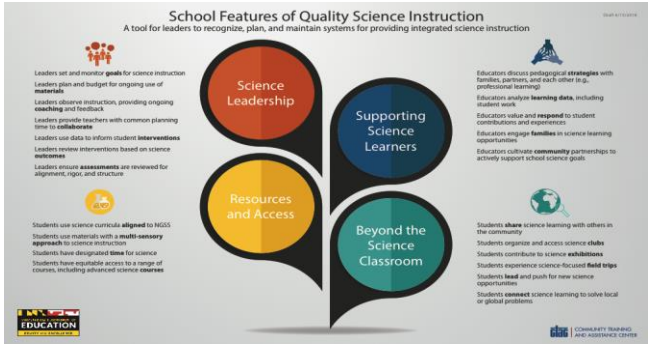

WHAT?
WHY?
HOW?

SLO Resources

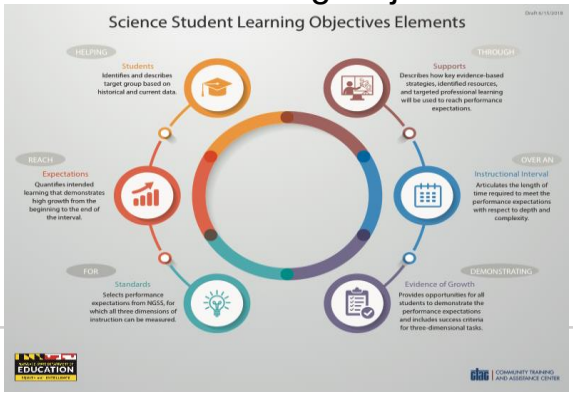
Dimensions of Science Instruction



School Features of Quality Instruction



Science Student Learning Objective Elements



Quality Rubric For Science Student Learning Objectives

Quality Rubric for Science Student Learning Objectives

	STEP/LEVEL 1	STEP/LEVEL 2	STEP/LEVEL 3	STEP/LEVEL 4
Selected Student Population	Identify students	Describe strengths and needs	Incorporate multiple data sets	Describe experiences and interests
Standards and Learning Content	Cite standards	Focus the content	Explain why these are most important	Ensure 3-D coherence
Expectations	Set goals	Clarify growth amount	Set high expectations	Justify targets with rationale
Instructional Interval	Pick dates	Quantify the instruction	Justify the duration	Articulate a storyline
Evidence of Growth	Name summative growth measures	Ensure standards alignment	Emulate 3-D tasks	Measure in more than one way
Toolkit/Toolbox	Identify resources	Plan to monitor progress	Describe effective strategies	Convey professional needs

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Process of improving teacher practice

Why is Teacher Effectiveness Important?

Daniel Weisberg et. Al., *The Widget Effect*, 2009

The Big Issues with Teacher Effectiveness

Problems with many teacher effectiveness approaches

HR Perspective

- All teachers are rated good or great
- Excellence goes unrecognized
- Poor performance goes unaddressed
- Inadequate professional development is provided
- No special attention paid to novices

Achievement Perspective

- Achievement gaps persist
- Students just aren't improving fast enough

A "System" of Teacher Effectiveness

Clear Instructional Expectations

- How can we establish clear instructional expectations *grounded in clear definition of effective teaching?*

Reliable Evaluation Systems

- How do we build a reliable system to assess effectiveness relative to expectations?

Targeted Improvement Efforts

- How do we use data from the system to drive behaviors?

Reflecting on this information…

What are the implications for the implementation when taking this back to your schools ?

What will your role be
in this process?

Conducting Classroom Observations

Analyzing Evidence

From "*Learning to See, Unlearning to Judge*"

- Evidence must be descriptive, fine-grain, *and* useful.
- Focus on:
  - What is the teacher doing and saying?
  - What are students doing and saying?
  - What is the task?
- Stay in the descriptive mode, not the judging mode.

Why is this important?

Evidence Types

Verbatim scripting of teacher or student comments:
"Would one person from each table come to collect the materials?"
"We have five more minutes to finish. Let's look over our work before we hand it in"

Numeric information about time, student participation, resource use, etc.
Three students offered 80% of the comments during the discussion.
Fifteen minutes were spent in circle time.

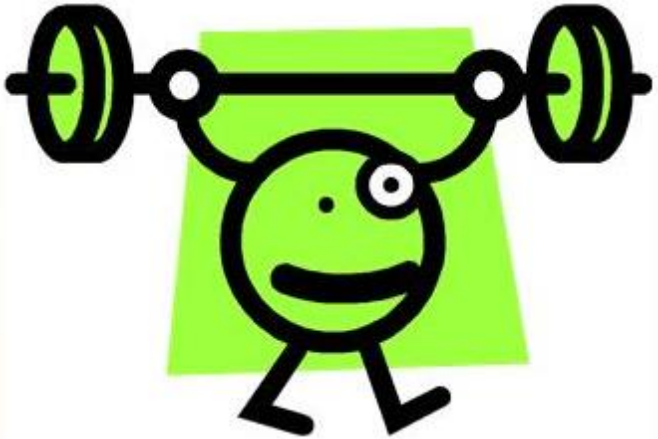
Non-evaluative statements of observed teacher or student behavior:
The teacher stood by the door, greeting students as they entered.
Students were seated at tables in groups of four, working independently.

An observed aspect of the environment
The assignment was on the board for students to work while attendance was being taken.
There were three centers designed for independent work

Criteria for Evidence

- Non-judgmental
- Specific
- Defines what was said/seen/done by **Teacher** AND **Students** and the **Impact** it has on student learning.

Actionable vs. Unactionable Evidence



How do you know?

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Actionable or Unactionable?

- During guided practice, the teacher called on five students. Of the five students, two gave incorrect answers. To address their incorrect answers, the teacher used base ten blocks to show how 10 tenths is equal to one.

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Actionable or Unactionable?

- The teacher addressed students' misunderstanding during guided practice.

Actionable or Unactionable?

- Objective was posted on the board. When asked, three out of five students could not communicate the objective.

Remove the bias

How can we use our knowledge without becoming clouded by our own experiences when supporting and providing feedback to teachers?

Evidence vs Opinion

Description of Classroom Practice	VS	Opinion About Classroom Practice
(Observer records an event with no interpretation)		(Observer interprets an event based on own beliefs about good teaching)

To consistently apply the rubric to observations of classroom practice, it is essential to be able to **make observations of evidence that stand independent of opinions** (premature interpretations of evidence that are based on personal beliefs).

& Reflect

What might you do to increase the objectivity and effectiveness of the evidence you collect during observations?

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Break – 10 minutes

During the observation (Logistics)

- How often are observations?
- How soon should you provide feedback to a teacher after the observation?
- How much time in class?
- Pre-Observation, Post-Observation, or Both?
- What are you looking for (e.g. framework or rubric)?
- Do you walk around?
- Do you talk with students?
- Do you ever go as a team or do you always go alone?
- Do you talk with the teacher one-on-one afterwards?

Implementation Responsibility

Educator responsibilities

Evaluator responsibilities

Hints and Tips

- Abbreviate
  - i.e. T/S; obj; SR
- Keep track of time
  - Place time stamps frequently
- Collect quotes not paraphrases
  - Not "st answers" SR, "I think ___ because…"
- Collect student dialogue/actions
  - S creates a venn diagram to organize thoughts
- Collect evidence of impact on learning
  - S explained "I used a venn-diagram;" peer asked "why;" S explained "we used it yesterday;" peer asked if that shows what happened next, S couldn't respond; peer showed flow chart; S erased venn diagram and modified answer

Calibrating Practice

Calibration is the result of ongoing, frequent collaboration of groups of educators to

come to a common, shared understanding of what practice looks like at different performance levels

establish and maintain consistency in aspects of the evaluation process including analyzing evidence, providing feedback, and using professional judgment to determine ratings

We know what
effective educators do

and

We can measure
those actions and behaviors

DC Prep - Snapshot of a 5th Grade ELA Prep Session

What do you SEE and HEAR in this classroom?

What did you gather?

1. Clean-up Evidence
2. Exchange with partner
   - Evidence / Opinion
   - Compare – did you capture the same things?
3. Code by standards

Evidence Analysis

Exchange Evidence with Partner:

- Pink highlighter for opinion or evaluative statement
- Yellow highlighter for strong, effective evidence
- Use question marks for things they are not sure about.
- Author makes changes on pink - either delete or reframe in an objective way - via Post It Notes
- Debrief questions - Chart evidence statements that individuals weren't sure about (i.e. are they objective or not) and discuss as a whole group

Calibrating Practice

Reconciling with Ratings

Learner Mindset

- How/why did I rate as I did?
- How/why did the district rate as it did?
- How can I reconcile differences?
- I'm still grappling with X because Y…

Judger Mindset

- Why did "they" rate it that way when it doesn't take into account XYZ?…
- I disagree with that rating because XYZ…

Hot and Cold Reflection

What I feel confident about…

What I'd like to continue to develop…

& Reflect

Do opportunities exist to streamline and optimize the use of artifacts in the evaluation process?

How could you use these videos or processes in your schools with your staff?

Lunch

Report back to your teams/table groups what the similarities and differences were between yourselves and your colleagues when using your lens to watch the video

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130

Evidence Analysis

Exchange Evidence with Partner:

- Pink highlighter for opinion or evaluative statement
- Yellow highlighter for strong, effective evidence
- Use question marks for things they are not sure about.
- Author makes changes on pink - either delete or reframe in an objective way - via Post It Notes
- Debrief questions - Chart evidence statements that individuals weren't sure about (i.e. are they objective or not) and discuss as a whole group

Debrief using 1-2-4-All

Actionable feedback for teacher growth

What do you want?

- ✓ Aligned to school's instructional vision and professional development
- ✓ Evidence-based
- ✓ Specific, clear expectations
- ✓ Actionable
- ✓ Safe environment
- ✓ Structured
- ✓ Reflective
- ✓ Prioritized indicators

What do you NOT want?

- Opinions/ "I" statements
- "Gotcha"/ Could have/Should have
- Prescriptions
- To wait too long after observation
- General "advice"
- Only negative feedback
- Too many suggestions
- "Silos" of tasks

Model

Area of Instructional Strength

- Highest impact area?
- Evidence?

Area for Instructional Growth

- Highest impact area?
- Evidence?

Practice

Area of Instructional Strength

- Highest impact area?
- Evidence?

Area for Instructional Growth

- Highest impact area?
- Evidence?

Danielson Critical Attributes

- http://usny.nysed.gov/rttt/teachers-leaders/practicerubrics/Docs/danielson-teacher-rubric.pdf

Reflect...

What? So What? Now What?

WHAT?

What happened? What did you observe? What were your initial expectations? How did they match with what actually occurred?

SO WHAT?

How did the experience today relate to your work? Have your experiences today affected the way you view this work and/or your role in it? What are some of the pressing needs/issues in the community?

NOW WHAT?

What learning occurred for you in this experience? How can you apply this learning? What follow up is needed to continue to move the work forward and address any challenges or issues?

Reconnect: Let's reflect…

- How can we impact student outcomes by addressing teacher practice in our state? What will that look and sound like
- What structures need to be in place in school in order for teachers an students to be successful?

Next Steps

- Share information with your school's leadership team.
- Contact the Office of Leadership Development and School Improvement if additional support or training is needed.
- Access training information at http://marylandpublicschools.org/about/Pages/OTPE/index.aspx

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Feedback Forms

- Complete feedback forms.
- Collected information will help to improve future training sessions.
- Leave feedback forms in the middle of your table before you leave.

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Contact Us With Any Questions

http://marylandpublicschools.org/about/Pages/OTPE/index.aspx

Thank you!

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