Executive Officers Meeting

Tiara Booker-Dwyer, Director
Office of Leadership Development and School Improvement
May 18, 2017
Meeting Outcomes

By the end of this meeting, participants will have:

- Received an overview of the functions for the Office of Leadership Development and School Improvement;
- Reviewed 2015-2016 teacher and principal effectiveness data and briefly discussed the process for submitting 2016-2017 data;
- Discussed strategies to incorporate the recently adopted Professional Standards for Educational Leaders into principal evaluations; and
- Discussed professional learning needs and future meeting dates for the 2017-2018 school year.
<table>
<thead>
<tr>
<th>Time</th>
<th>Topic</th>
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<tbody>
<tr>
<td>9:30am - 9:35am</td>
<td>• Welcome and Introductions</td>
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<tr>
<td>9:35am - 9:45am</td>
<td>• Overview of the Office of Leadership Development and School Improvement</td>
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<tr>
<td>9:45am - 10:15am</td>
<td>• 2015-2016 Teacher and Principal Evaluation (TPE) Data</td>
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<td>10:15am - 10:45am</td>
<td>• 2016-2017 TPE process</td>
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<td>10:45am - 11:05am</td>
<td>• The PSELs and Code of Maryland Regulation (COMAR) status</td>
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<td>11:05am – 11:35am</td>
<td>• Local school system presentation of PSELs and principal evaluations</td>
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<td>11:35am - 12:05pm</td>
<td>• Professional Learning Needs and Future Meeting Dates</td>
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<td>12:05pm – 12:20pm</td>
<td>• Web Resources</td>
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<td>12:20pm - 12:30pm</td>
<td>• Closing Remarks</td>
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<td>• Meeting Feedback Sheets</td>
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Re-Envisioned Approach to School Improvement and Leadership Development

- Building Relationships
  - Collaborating with stakeholders
- Narrowing the Focus
  - Align and concentrate resources
- Differentiating Support
  - Regionalization of services
- Building on What Works
  - Capitalize on effective practices
Office of Leadership Development and School Improvement

- Provides leadership, support, and technical assistance to
  - improve low-performing schools;
  - foster the growth of effective leaders; and
  - implement teacher and principal evaluation systems.
Framework for School Improvement: 
West Ed’s Four Domains of Rapid School Improvement

- Turnaround Leadership
- Talent Development
- Instructional Transformation
- Culture Shift

Systemic Improvement
Promoting Continuous Improvement

**Implement**
- Provide Support to Ensure Fidelity of Implementation

**Identify Needs**
- Collection and Analysis of Data
- Prioritize Needs

**Plan for Intervention**
- Establish Measurable Goals
- Create Timeline
- Establish Strategies to Monitor and Assess Outcomes
- Assign Responsibilities

**Select Evidence-Based Interventions**
- Collaboratively Identify Interventions to Address Need
- Assess Capacity to Implement Interventions
- Align and Target Supports
Targeted Professional Learning Experiences to Prepare and Sustain Effective Leaders

Aspiring Leaders Institute
- Teacher Leaders

Promising Principals Academy
- Assistant Principals

Priority Principals Program
- Principals
2015-2016 Teacher and Principal Effectiveness Ratings
Most Maryland Students are Taught by a Teacher Rated as Effective or Highly Effective

- 2014 N= 43,805: 56.4% Effective, 40.8% Highly Effective, 2.8% Ineffective
- 2015 N= 56,765: 61.9% Effective, 35.9% Highly Effective, 2.2% Ineffective
- 2016 N= 56,704: 60.6% Effective, 37.0% Highly Effective, 2.4% Ineffective
LEAs range from reporting 92% highly effective teachers to less than 2% highly effective teachers.
Students in high minority schools are more than eight times likely to have a teacher rated ineffective than are students in low minority schools.
Students in high poverty schools are nearly ten times more likely to have a teacher rated ineffective than are students in low poverty schools.
Students in high poverty/high minority schools are 12 times more likely to have a teacher rated ineffective than are students in low poverty/low minority schools.
A student in a high poverty/high minority school is three times more likely to have an inexperienced teacher than a student in a low poverty/low minority school.

![Bar Chart]

- High Poverty: 15.8% inexperienced, 77.3% experienced, 6.9% total
- High Minority: 8.0% inexperienced, 82.8% experienced, 9.2% total
- High Poverty & High Minority: 8.3% inexperienced, 83.1% experienced, 8.5% total
- Low Poverty: 42.9% inexperienced, 55.7% experienced, 1.4% total
- Low Minority: 44.2% inexperienced, 54.6% experienced, 1.2% total
- Low Poverty & Low Minority: 41.3% inexperienced, 57.5% experienced, 1.2% total
- All Teachers <3 years: 28.0% inexperienced, 67.4% experienced, 4.6% total

Sample sizes:
- High Poverty: n=3,408
- High Minority: n=3,640
- High Poverty & High Minority: n=2,432
- Low Poverty: n=1,707
- Low Minority: n=1,417
- Low Poverty & Low Minority: n=782
- All Teachers <3 years: n=10,312
Inexperienced teachers in low poverty/minority schools are five times more likely to be rated highly effective than are inexperienced teachers in high poverty/minority schools.
58% of Maryland principals are rated highly effective and 40% are rated effective.
Principals Rated as Ineffective are Concentrated in High Poverty/High Minority Schools
Questions for Discussion

☐ Are reported teacher and principal effectiveness ratings a realistic view of educator effectiveness in your school system?
  - 98% of teachers and principals rated highly effective or effective.

☐ How is your school system addressing inequity?
  - Higher concentration of educators rated ineffective in high poverty/high minority schools.

☐ How can we better prepare and support our educators to meet the needs of all learners?
  - Students in high poverty/high minority schools are more likely to have teachers and principals rated as ineffective.
2016 - 2017
Teacher and Principal Effectiveness Ratings
General Evaluation Updates

- State default model remains 50/50
- LEA evaluation systems must:
  - Adhere to requirements in COMAR 13A.07.09.04
  - Include student growth as a significant component of the evaluation
    - Student growth must be composed of multiple measures
    - No single measure can represent more than 35 percentage points of the entire model
  - Must be endorsed by the exclusive bargaining unit (Education Reform Act of 2010)
2016-2017 Data Collection

- Information sent to LACs
- Teacher Files
  - Submission Window: June 26 – July 17, 2017
- Principal Files
  - Submission Window: August 14 – September 8, 2017
Key Modifications

- New secure server, must be granted access to upload files.
- Three options to report TPE data based on standards (PSEL, MdILF, ISLCC etc.) used for the 2016-2017 school year.
- New fields for PSEL added to data collection.
Professional Standards for Educational Leaders

National Policy Board for Educational Administration

2015

October 2015

formerly known as ISLLC Standards
Development of PSEL

- Two-year process
- Substantial involvement of the profession
  - > 1,000 practicing educational leaders
  - AASA, NAESP, NASSP contributions
- Extensive review of research
- Multiple committees
- Vetting and public comment
- Adopted by the Maryland State Board of Education in February 2017
Focus on Student Learning

- The importance of “each” student
- Academic success AND broader learning and development, student well-being
- All domains of leadership work focused on students
- A logic of leadership-to-learning connection
<table>
<thead>
<tr>
<th>Maryland State Standards</th>
<th>Professional Standards For Educational Leaders</th>
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<tbody>
<tr>
<td>1. School Vision</td>
<td>1. Mission, Vision &amp; Core Values</td>
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<td>2. School Culture</td>
<td>2. Ethics and Professional Norms</td>
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<td>3. Curriculum, Instruction and Assessment</td>
<td>3. Equity and Cultural Responsiveness</td>
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<tr>
<td>4. Observation/Evaluation of Teachers</td>
<td>4. Curriculum, Instruction, and Assessment</td>
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<tr>
<td>5. Integration of Appropriate Assessments</td>
<td>5. Community of Care and Support for Students</td>
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<td>6. Use of Technology and Data</td>
<td>6. Professional Capacity of School Personnel</td>
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<td>7. Professional Development</td>
<td>7. Professional Community for Teachers and Staff</td>
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<td>10. Effective Communications</td>
<td>10. School Improvement</td>
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<td>11. Influencing the School Community</td>
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<td>12. Integrity, Fairness, and Ethics</td>
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Effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote *each* student’s academic success and well-being.
Elevated

Standard 1.
Mission, Vision, and Core Values

Standard 2
Ethics and Professional Norms

Standard 6.
Professional Capacity of School Personnel

Standard 7.
Professional Community for Teachers and Staff

Standard 8.
Meaningful Engagement of Families and Community

Standard 9.
Operations and Management
Spotlighted

**Standard 3. Equity and Cultural Responsiveness**
Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote *each* student’s academic success and well-being.

**Standard 5. Community of Care and Support for Students**
Effective educational leaders cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of *each* student.
Develop an educational mission for the school to promote the academic success and well-being of each student. [PSEL 1a]

Model and pursue the school’s mission, vision, and core values in all aspects of leadership. [PSEL 1g]

In collaboration with members of the school and the community and using relevant data, develop and promote a vision for the school on the successful learning and development of each child and on instructional and organizational practices that promote such success [PSEL 1g]

A written school vision that encompasses values, challenges, and opportunities for the academic, social, and emotional development of each student [MdILF 1.1]

Model and pursue the school’s mission, vision, and core values in all aspects of leadership. [ISLLC 11.1; 11.2]

Regular and effective evaluation of teacher performance based on continuous student progress [MdILF 4.2,4.4]
Figure 1: Relationship of School Leadership Work to Student Learning

- **Drivers**
  - S1: Mission, Vision and Core Values
  - S2: Ethics and Professional Norms
  - S3: Equity and Cultural Responsiveness

- **Core**
  - S4: Curriculum, Instruction, and Assessment
  - S5: Community of Care and Support for Students
  - S6: Professional Capacity of School Personnel
  - S7: Professional Community for Teachers and Staff
  - S8: Meaningful Engagement of Families and Community
  - S9: Operations and Management

- **Anchor**
  - S10: School Improvement
Effective educational leaders act as agents of continuous improvement to promote each student’s academic success and well-being.
Implications for Practice

- A pivot to professional standards
- A more systemic view of leadership work
- Stronger, clearer emphasis on students and student learning and well-being
- Elevation and elaboration of key areas of leadership work
- Model Principal Supervisor Professional Standards
District Leadership

School Leadership

Instruction

Student Learning & Achievement
(College and Career Ready Standards)

Support Structures for Students

Support Leadership Team

District Support/Policies

Principal Supervisor Standards
Leader Standards
Teacher Standards
Classroom Learning Environment
School Culture
District Context & Culture
Implications of the PSEL

In what ways do the Professional Standards for Educational Leaders impact leadership preparation, supervision, and succession in your LEA?
PSEL and Principal Evaluations

Cliff Eichel
Director of Accountability
Charles County Public Schools

Amy Hollstein
Deputy Superintendent
Continuous Improvement of Educator Effectiveness
Charles County Public Schools
La, Plata, MD

It's All About Teaching and Learning
Teams
The Evaluations and Assets Management System

EMPOWERS EDUCATORS
- Connects.....
- Collects........
- Transforms....
CHARLES COUNTY Public Schools

- 2,079 teachers, 1,122 support staff
- 227 administrators
- 21 Elementary Schools
- 8 Middle Schools
- 7 High Schools
- 4 Centers
- One of fastest growing school systems in MD
- 26,390 Students in 16-17
- 54.8% AA, 26.7% W, 7%MR
- http://www.ccboe.com/
A Visit to the Past of TPE in CCPS

- Observations and evaluations were inconsistent from school-to-school
- Feedback and next steps for improvement was lacking
- Subjective in nature
- No calibration of scores
Reflection of TPE

- Efficiency of Time
- Timely and Consistent Feedback
- Professional Development
- Scoring SLOs for Teachers
- Evaluations of Administrators

Reflection of Teacher Principal
Think about your district...

- How time consuming do you find the observation and evaluation process in your district a very time consuming process?
  - A. very time consuming
  - B. somewhat time consuming
  - C. minimally time consuming
  - D. not time consuming

- Do you feel the observation/evaluation system in your district is consistent between schools?
  - A. very consistent
  - B. somewhat consistent
  - C. minimally consistent
  - D. not consistent

- How much of an impact does your district’s current observation/evaluation process have on the quality of instruction?
  - A. high impact
  - B. somewhat of an impact
  - C. minimal impact
  - D. no impact
Efficiency of Time

"What is important...is that teachers and school leaders find a way to be creative and put a spark in the school year that joins everyone together and provides a sense of unity and teamwork."

~Ron Clark
Efficiency of Time

Observer types evidence in the box during observation.

Observer clicks "Correlate" and evidence is automatically correlated to framework adopted by CCPS using key words.

Observer manually correlates other evidence collected during observation.
Timely and Consistent Feedback

“Feedback functions formatively only if the information fed back to the learner is used by the learner in improving performance.”

~ Dylan Wiliam, *Embedded Formative Assessment*
Timely and Consistent Feedback

Charlotte Danielson’s FRAMEWORK FOR TEACHING

DOMAIN 1: Planning and Preparation
1a Demonstrating Knowledge of Content and Pedagogy
   - Content knowledge
   - Connections
   - Content analysis
1b Demonstrating Knowledge of Students
   - Child development
   - Learning process
   - Special needs
1c Setting Instructional Objectives
   - Values, standards, and alignment
1d Demonstrating Knowledge of Resources
   - For classroom
   - To extend content knowledge
1e Demonstrating Coherence in Instruction
   - Learning activities
   - Instructional strategies
1f Organizing Student Assessments
   - Formative assessments
   - Use for planning

DOMAIN 2: The Classroom Environment
2a Creating an Environment of Respect and Rapport
   - Relationship with students
   - Relationship with colleagues
2b Establishing a Culture for Learning
   - Management of learning
   - Manipulation of learning
2c Managing Classroom Procedures
   - Classroom rules
   - Organizational structure
2d Managing Student Behavior
   - Expectations
   - Monitoring behavior
2e Organizing Physical Space
   - Safety and accessibility

DOMAIN 3: Instruction
3a Exemplary Practices for Instruction
   - Expectations for learning
   - Classroom management
3b Using Questioning and Discussion Techniques
   - Question formulation
   - Discussion techniques
3c Engaging Students in Learning
   - Activities and assignments
   - Student groups
3d Using Assessment in Instruction
   - Assessment plans

Enhancing Professional Practice
A Framework for Teaching
Second Edition

Danielson’s Framework for Teaching was adopted as criteria for evidence collected during observations. Teachers and administrators now have one “common” language when improving teaching and learning.
Timely and Consistent Feedback

Observer Supplemental Notes:

Teacher Reflection:

- I feel comfortable in my delivery of instruction.
- I would like to observe a colleague from my building.
- I would like to observe a colleague from another building.
- I would like a member of the ILT to model a lesson in my classroom.
- I am interested in peer coaching.
- I would like someone from Central Office to provide feedback on the delivery of my instruction.
- I would like someone from Central Office to model a lesson in my classroom.
- I would like a professional development session to be offered on _____.
Professional Development

“Professional development can no longer just be about exposing teachers to a concept or providing basic knowledge about a teaching methodology. Instead, professional development in an era of accountability requires a change in a teacher’s practice that leads to increases in student learning.”

~Center for Education
TEAMS IS BUILT WITH COLLABORATION IN MIND

How TEAMS Stores Assets

- TEAMS Assets Hub provides all of the features necessary to collect, tag, and publish PD assets
- Organize assets into "Libraries" in TEAMS
- Set sharing levels to control access to content
- Share libraries with other TEAMS users
- Designate libraries for PD or Instructional assets
Professional Development

Administrators assigned content based on learning goals for school year. Administrators participate in online professional development. Reflections for administrators to complete at end of session.
Scoring of SLOs

"If properly implemented, student learning objectives help teachers bring more science to their art, strengthen instructional support to the classrooms, and improve the quality of the outcome."

~William J. Slotnik Founder and Executive Director Community Training and Assistance Center
Scoring of SLOs

- CCPS SLOs require teachers to have a plan that addresses the following:
  - Long term academic goal
  - Process and information used to generate SLO
  - Student groups identified
  - Content and instructional period
  - Expectations for growth
  - Evidence to show progress
  - Key instructional strategies to be used
  - Professional development and resources needed
Evaluation of Administrators

“School leaders improve teaching and learning indirectly and most powerfully through their influence on staff motivation, commitment, and working conditions.”

Evaluation of Administrators

<table>
<thead>
<tr>
<th>Standard 1: Mission, Values, and Core Values</th>
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<tbody>
<tr>
<td>Effective educational leaders develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of each student.</td>
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<tr>
<th>Unsatisfactory</th>
<th>Basic</th>
<th>Preferential</th>
<th>Distinguished</th>
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<tr>
<td>The school's mission or student achievement is vague, incomplete, or based on insufficient measures of student learning. The mission or vision is communicated to the school stakeholders, but no process to engage the various stakeholders in the implementation of the mission or vision is evident. Poor barriers to implementing the mission or vision are evident, and plans for addressing barriers either are not present or are inappropriate. School programs are not consistent with the mission or vision, and campus culture may be at odds with the mission or vision. The school's mission or vision is not inclusive of all learners and is not clear; the various stakeholders do not embrace the core values that all students can learn.</td>
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<td>A vision statement has been developed for the school, but most stakeholders are unaware of or are indifferent to it. Staff members can articulate beliefs for their school but these values have not yet been embodied in the daily work of the school. Staff members have participated in a process to establish the mission and vision of the school, but there is little evidence of progress in implementing them. School staff has embodied the vision and mission of the school and have taken some steps toward operationalizing them.</td>
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<td>The school's vision, mission, and core values are not aligned with the needs of the school and its stakeholders. Staff members have made a conscious effort to articulate and promote the attitudes and behaviors consistent with the school's core values. New programs and initiatives advance the school's mission and vision and are in place to modify the vision, as necessary. The school aligns practices with core values and new structures are in place to support these initiatives.</td>
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- CCPS adopted National Policy Board for Educational Administration's standards.
- CCPS wrote rubrics for each of the 10 standards so language and feedback can be consistent.
The Future

- Micro-credentialing
- Professional development modules for teachers
- Walkthroughs generated for individual teachers based on previous observation scoring results
- Reports for principals indicating strengths and weaknesses based on walkthroughs and observations
TEAMS Rewards Achievement in Professional Growth

Micro-credentialing

- Create micro-credentials, or badges, to demonstrate completion of courseware or achievement in a particular area of focus
- TEAMS can automatically assign badges or administrators can directly assign badges for work completed outside of TEAMS
- Micro-credentials provide a simple, graphical way to represent achievements in professional growth
Continuous Improvement Begins Anew After Review

- Impact of PD
  - Fine tune Professional Development by examining usage and impact
  - Analyze Professional Development resource usage and fine tune Professional Growth Plan for the individual
  - Improve the quality of resources through user feedback and ratings
Continuous Improvement Through TEAMS

We appreciate your time and attention today.

Thank you!

www.teams-hub.com
Professional Learning Needs

1. What are your LEA’s needs in terms of leadership development for the 2017-2018 school year? Consider topics such as:
   - TPE
   - PSEL
   - The role of the Principal Supervisor
   - Using teacher leaders in the observation/evaluation process

2. How can the Office of Leadership Development and School Improvement help you in your efforts?
Web Resources

http://marylandpublicschools.org/about/Pages/OTPE/index.aspx
Future Meeting Dates

- Please hold the following meeting dates:
  - November 16, 2017
  - May 17, 2018

- Additional meeting information will be sent prior to the meeting date.
Meeting Feedback

Please complete and submit meeting feedback forms.