AA #1452

TEACHER EVALUATOR COMPETENCY SKILL BUILDING FOR PRE-QUALIFIED TEACHER EVALUATORS:

DESIGNING DATA DRIVEN PROFESSIONAL DEVELOPMENT BASED ON SUMMATIVE EVALUATION

MATERIALS DEVELOPED BY:
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DR. DIANE CODY
INTRODUCTIONS

• Introduce yourself
  • Position
  • School/District
  • Years of experience as an evaluator
• Share your expectations for this workshop
HEARD ABOUT THE WIDGET EFFECT?

- The New Teacher Project (Michelle Rhee)
- Some of the findings:
  - Less than 1% of teachers received an unsatisfactory rating
  - 3 out of 4 teachers receive no specific feedback on evals
  - Novice teachers are neglected
  - Poor performance goes unaddressed
  - PD is inadequate
HEARD ABOUT THE MET STUDY?
MEASURES OF EFFECTIVE TEACHING, GATES FOUNDATION

• Purpose: Can you identify great teaching?

• Findings: Yes, you can identify great teaching using three measures
  1. Classroom observations
  2. Student surveys
  3. Student achievement gains

During the process of the study…
Ensuring Fair and Reliable Measures of Effective Teaching

http://www.gatesfoundation.org/
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WHY ARE WE HERE TODAY?

- Questions to consider at your table
  - Do you believe you can identify highly effective teachers?
    - What methods do you use?
  - Do you believe you can identify ineffective teachers?
  - If so, how can we continue to place students in classrooms where on average, they will underperform in that classroom?
  - What options do we have to remedy this?
OUTCOMES

Participants will be able to:

• Analyze teacher evaluation data for the purpose of identifying professional needs of all faculty
• Develop data driven professional development plans for:
  • School-wide participation
  • Targeted groups
  • Individual teachers
• Collaborate with faculty to align professional development with targeted school improvement goals
• Establish a comprehensive implementation plan for all levels of professional development
BUILDING THE KNOWLEDGE AND SKILLS OF EDUCATORS

FOUR prerequisites for effective professional learning

1. Educator’s commitment to students, all students, is the foundation of effective professional learning

2. Each educator involved in professional learning comes to the experience ready to learn

3. Because there are disparate experience levels and use of practice among educators, professional learning can foster collaborative inquiry and learning that enhances individual and collective performance.

4. Like all learners, educators learn in different ways and at different rates
1. When professional learning is standards-based, it has greater potential to change what educators know, are able to do, and believe.

2. When educators’ knowledge, skills, and dispositions change, they have a broader repertoire of effective strategies to use to adapt their practices to meet performance expectations and student learning needs.

3. When educator practice improves, students have a greater likelihood of achieving results.

4. When student results improve, the cycle repeats for continuous improvement.

QUICK REFERENCE GUIDE Standards for Professional Learning  www.learningforward.org
A LOOK AT LEARNING FORWARD’S STANDARDS FOR PROFESSIONAL LEARNING

• Learning Communities committed to continuous improvement, collective responsibility and goal alignment.
• Resources for educator learning
• Learning Designs that promote adult learning
• Outcomes that are aligned with educator performance & student curriculum standards
• Leadership that develops capacity, advocates, and creates support systems for professional learning
• Data (student, educator, and system data) used to plan, assess, and evaluate professional learning
• Implementation planning that sustains facilitates and supports long term change.

Learning Forward, 2015
LEADERSHIP STANDARD

• Dr. Mike Ford on Leadership
  • https://learningforward.org/standards/leadership

• Read the Leadership excerpt from your Participant Packet (P-1 – P-2)

• Who are the leaders of Professional Learning in your school/district?

• What is your role in Professional Learning? (Think)

• What 3 key ideas will you bring forward as a leader that are non-negotiable? (Pair with your elbow partner)

• Discuss key ideas at your table and be prepared to share with the large group (Share)
FROM SCHOOL-WIDE TO INDIVIDUAL

School-Wide Planning

Targeted Groups

Individual Teachers

Aligned with SIP Goals & Student Learning Needs

Aligned with SIP Goals, Student Learning Needs, & Evaluation Data

Aligned with Student Learning Needs & Individual Teacher Performance Data; & may be aligned with SIP Goals
Looking at the New Jersey document provided in your Participant Packet (P-1 – P-10), let’s review the following steps:

- Step 1: Document School Improvement Goals
- Step 2: Identify Professional Learning Goals
- Step 3: Determine Professional Learning Activities to Support Each Goal
- Step 4: Determine Essential Resources
- Step 5: Track Progress
IMPLEMENTATION STANDARD

- Read the Implementation excerpt found in your Participant Packet (P-11 – P-12)
- Julie Lambert and Valerie Mitrani reflection
  - https://learningforward.org/standards/implementation
  - (0:00-5:30)
- What is your role as a Leader in the implementation of change? (Think)
- How will you monitor implementation to assure lasting practice changes? (Pair with your elbow partner)
- Discuss key ideas at your table and be prepared to share with the large group (Share)
As a table team, using the Sample Teacher Evaluation Data found in your Activity Packet (A-1):

- Review the school improvement goals documented at the top of the page.
- Highlight Danielson Domain Components that are aligned with the SIP goals stated.
- Analyze the teacher evaluation data & generate a hypothesis regarding the professional learning needed to achieve SIP goals (e.g., If our school faculty participates in ____________ professional development, then we will ensure achievement of our goals.)
- Document your work on chart paper and be prepared to share with the whole group.

<table>
<thead>
<tr>
<th>SIP Goal No.</th>
<th>PD Goal</th>
<th>Identified Group</th>
<th>Rationale/Sources of Evidence</th>
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LET’S WORK THROUGH SAMPLE EVALUATION DATA
HIGHLIGHTED COMPONENTS
WHOLE SCHOOL PROFESSIONAL DEVELOPMENT

## Targeted School Improvement Goals

1. Increase by 2% the number of students meeting their expected target growth for MAP Reading.
2. Increase by 2% the number of students meeting their expected target growth for MAP Math.
3. Decrease the number of office referrals from the classroom by 20%.

### Sample Data Table

<table>
<thead>
<tr>
<th>Teacher</th>
<th>Assignment</th>
<th>Novice, 0-3 years of experience</th>
<th>Veteran, 4+ years of experience</th>
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### Notes

- **Increase by 2% the number of students meeting their expected target growth for MAP Reading.
- **Increase by 2% the number of students meeting their expected target growth for MAP Math.
- **Decrease the number of office referrals from the classroom by 20%.

### School-Wide Planning

- **Targeted Group Planning
- **Individual Planning
Now that you have a school-wide plan

• Again focus on the evaluation data, and identify specific groups for targeted professional development

• In analyzing your school evaluation data, what specific groups need differentiated pd?
  • By overall ratings
  • Novice vs. veteran teachers
  • Teaching assignments (e.g., specialist vs. classroom teacher)
  • Departments
  • What other ways might you identify targeted groups?

• Document your work on chart paper and be prepared to share with the whole group.
COLLABORATIVE PLANNING & ISSUES OF CONFIDENTIALITY

• How would you effectively collaborate with your SIP team to identify school-wide professional learning needs?

• To what extent would you seek feedback from your SIP team regarding the identification of targeted groups?

• How would you maintain the confidentiality of evaluation data?
APPLICATION DISSEMINATION: PROFESSIONAL DEVELOPMENT IMPLEMENTATION PLAN

Using your own pre-populated teacher evaluation data spreadsheet and the electronic Data Driven Professional Learning Planning Guide provided:

• With a partner, highlight the Framework components that align with your SIP goals;

• Analyze the average evaluation ratings for those components highlighted;

• Identify school-wide and targeted group professional development needs based on this analysis, Danielson Critical Attributes and school SIP goals.

• Develop a school-wide professional development plan based on the data analysis conducted.
CREATIVE PROFESSIONAL DEVELOPMENT PLANNING

As a table:

• Discuss some of the creative ways you have engaged, or will engage your faculty in effective professional development.

• Select one idea from your group that you would like to share

• Create a chart depicting this idea and why your table selected it

• Be prepared to share with the whole group.
LET’S LOOK AT AN INDIVIDUAL PROFESSIONAL LEARNING PLANNING DOCUMENT

Looking at the *Individual Teacher Professional Learning Plan Template* provided in your Participant Packet (P-13 – P-15), let’s review the following steps:

- **Step 1:** Areas Identified for Development of Professional Practice
- **Step 2:** Professional Learning Goals and Activities
- **Step 3:** District and School PDP Support
- **Step 4:** Progress Summary
As a table team:

- Review the sample individual plan found in your Activity Packet (A-2 – A-8).
- Focus on the evidence provided under the current Level of Performance for the 2 components identified (Needs Improvement).
- Draft expectations (look-fors) in the column to the right (Proficient) that would drive professional development planning.
- Document your work on chart paper and be prepared to share with the whole group.

<table>
<thead>
<tr>
<th>Component</th>
<th>Level 1 (Unsatisfactory)</th>
<th>Level 2 (Needs Improvement)</th>
<th>Level 3 (Proficient)</th>
<th>Level 4 (Excellent)</th>
</tr>
</thead>
<tbody>
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</table>
Using your pre-populated teacher evaluation spreadsheet, select one teacher for an individual professional learning plan:

- With a partner, select Framework component(s) that you believe are essential for this teacher’s growth;
- Using the *Individual Teacher Professional Learning Plan Template* (electronic version provided), document evidence of this teacher’s performance in the appropriate cell AND document what you would like to “see” in the cell to the immediate right.
- Using the above analysis, begin to outline an individual professional learning plan for this teacher.
CREATIVE INDIVIDUAL PROFESSIONAL DEVELOPMENT PLANNING

As a table:

• Discuss some of the creative ways you have engaged, or will engage individual teachers in personalized professional development.
• Select one idea from your group that you would like to share
• Create a chart depicting this idea and why your table selected it
• Be prepared to share with the whole group.
APPLICATION DISSEMINATION: PROFESSIONAL DEVELOPMENT IMPLEMENTATION PLAN

- Complete the PD Plan electronically and submit to your facilitators via the email addresses provided.
REFERENCES

- Illinois State Board of Education
- Learning Forward
- New Jersey Department of Education