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

Facilitator may record expectations on chart paper and post in room.
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

Brief review of Widget Effect findings. Focus on need for differentiated professional development based on evaluation results and feedback.
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…

Brief review of Gates Foundation findings in Measures of Effective Teaching (MET) Study.
Provide brief overview of study procedures. Study purported that student achievement can be predicted by past teacher performance.
ACTUAL VS. PREDICTED ACHIEVEMENT (MATH)

Ensuring Fair and Reliable Measures of Effective Teaching

http://www.gatesfoundation.org/

Describe data presented on slide
Describe data presented on slide.
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?

Discuss questions prompts as table groups. At conclusion, facilitator asks for open sharing of discussion points.
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

Review Academy outcomes which are those outlined in approved course.
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.

Provide introduction to Learning Forward’s foundation for professional learning. Discuss these 4 prerequisites for effective professional learning. Focus on importance of collaboration in professional learning and the need for differentiated adult learning.
Discuss link between the impact of professional learning on student results. Effective professional development changes instructional practice which in turn, improves student learning.
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

Brief review of Learning Forward’s Standards for Professional Learning. All are essential but in this Academy the focus will be on Leadership, Data and Implementation.
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)

After viewing the video on leadership in professional development, direct participants to their packets (P-1 to P-2) and ask them to read the Leadership article from Learning Forward. Allow tables to discuss the questions prompts on the slide. At the conclusion, ask for open sharing.
Review the levels of professional development planning. Each level should be based on specific student and teacher learning needs. The idea here is to differentiate professional development in order to facilitate the highest level of student achievement. School-wide and targeted group planning essentially are aligned with SIP goals while individual teacher professional development planning is primarily based on performance.
LET’S LOOK AT A PROFESSIONAL LEARNING PLANNING DOCUMENT

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

Ask participants to review the sample New Jersey PD Planning Document found in their Participant Packets (P-3 – P-10). As a table, ask that they discuss the following questions:

1. Why is it important to begin the process with the SIP goals?
2. How do the Professional Learning Goals align with SIP goals?
3. How would you measure the effects of the school PD plan?
4. Who would you engage in the implementation process?
5. What resources are essential in an implementation plan?
After viewing the video (show approximately 5 minutes) on Implementation, direct participants to their Participant Packets (P-11 – P-12) and ask them to read the Implementation article from Learning Forward. Allow tables to discuss the questions prompts on the slide. At the conclusion, ask for open sharing.
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.

### SIP Goal No. | PD Goal | Identified Group | Rationale/Sources of Evidence
--- | --- | --- | ---
1 | | | |
2 | | | |
3 | | | |

Direct participants to the sample evaluation data found in their Activity Packets (A-1). As a table team, ask them to do the following as outlined on the slide:

1. Review the SIP goals and identify the Danielson Domain Components that are aligned with the goals.
2. Highlight the aligned Components
3. Review the teacher evaluation data and identify possible patterns related specifically to the aligned Components.
4. Based on the SIP goals and the data analysis, generate an improvement theory (hypothesis) in terms of WHOLE SCHOOL professional development.
5. Chart work and be prepared to share.
**LET'S WORK THROUGH SAMPLE EVALUATION DATA**

**HIGHLIGHTED COMPONENTS**

**WHOLE SCHOOL PROFESSIONAL DEVELOPMENT**

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### Targeted School Improvement Goals

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

### School-Wide Planning

**Targeted Group**

**Individual**

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<thead>
<tr>
<th>Student Assignment</th>
<th>Novice, 0-3 years experience</th>
<th>Veteran, 4+ years of experience</th>
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<tbody>
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<td>1a Content, Pedagogy</td>
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<td>1b Knowledge of Students</td>
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<td>1c Instructional Outcomes</td>
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<td>4c Communicating with Families</td>
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<td>4d Professional Community</td>
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**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%.**
LET’S WORK THROUGH SAMPLE EVALUATION DATA
TARGETED GROUPS

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.

<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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Working once again with the sample evaluation data, ask participants to identify possible targeted groups for differentiated professional development. Ask participants to provide a rationale for their targeted groups and document their work on chart paper. Table teams should be prepared to share their work.
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?

We recognize that collaboration is essential in developing an effective professional development plan. If we are to use teacher evaluation data as one element in PD planning, how does the school leader protect the confidentiality of that data while collaborating with the planning team?
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.

Direct participants to their own evaluation data. Have them work in pairs to analyze the data in relation to SIP goals and aligned Danielson Domain Components. Direct them to follow the instructions on the slide and begin to draft a plan for school-wide professional development USING THE DATA DRIVEN PROFESSIONAL LEARNING PLANNING GUIDE provided in electronic version. This should include identified targeted groups as well as ALL faculty.
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.

After participants have worked on their school-wide plans, have them discuss creative ways to provide effective PD as table teams. Each table should select one idea that they would like to share with the whole group and depict that idea in a creative manner on chart paper. Ask them to include their rationale for selecting that idea to share.
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

Ask participants to review the sample Individual Teacher Professional Learning Plan Template (P-13 – P-15) found in their Participant Packets.

1. Why is it important to complete this process in collaboration with the individual teacher?
2. What is the purpose behind documenting the current performance level and the expectations for the next level?
3. How do you envision this process unfolding during a feedback session or summative conference?
4. How do you ensure that the plan is being implemented?
Let’s Work Through Sample Evaluation Data
Individual Teacher Professional Learning

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>
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</thead>
<tbody>
<tr>
<td>3c</td>
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Direct participants to the sample *Individual Teacher Professional Learning Plan Template* found in their Activity Packets (A-2 – A-8). As a table team, ask them to do the following as outlined on the slide:
1. Review and discuss the current Level of Performance evidence provided for Components 3c and 3d.
2. Discuss and document the desired changes in performance you would expect to see if the Components moved from Needs Improvement to Proficient. What would be the look-fors?
3. Discuss what professional learning would be essential for this teacher in order to move from NI to P?
4. Chart work and be prepared to share.
APPLICATION DISSEMINATION: INDIVIDUAL PROFESSIONAL LEARNING IMPLEMENTATION PLAN

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.

Participants will need to use the electronic version of the *Individual Teacher Professional Learning Plan* Template to complete this portion of the Application Dissemination. Reinforce that this process should be completed in collaboration with the individual teacher. To be effective, this level of planning should occur as part of observational and evaluation feedback. Working with the teacher, the leader should focus on the Danielson Critical Attributes for the Components identified in order to collaboratively “define” expectations for growth.
After participants have worked on their individual teacher plans, have them discuss creative ways to provide effective personalized PD as table teams. Each table should select one idea that they would like to share with the whole group and depict that idea in a creative manner on chart paper. Ask them to include their rationale for selecting that idea to share.
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