

Conway School District

TPEP Implementation - Year 4

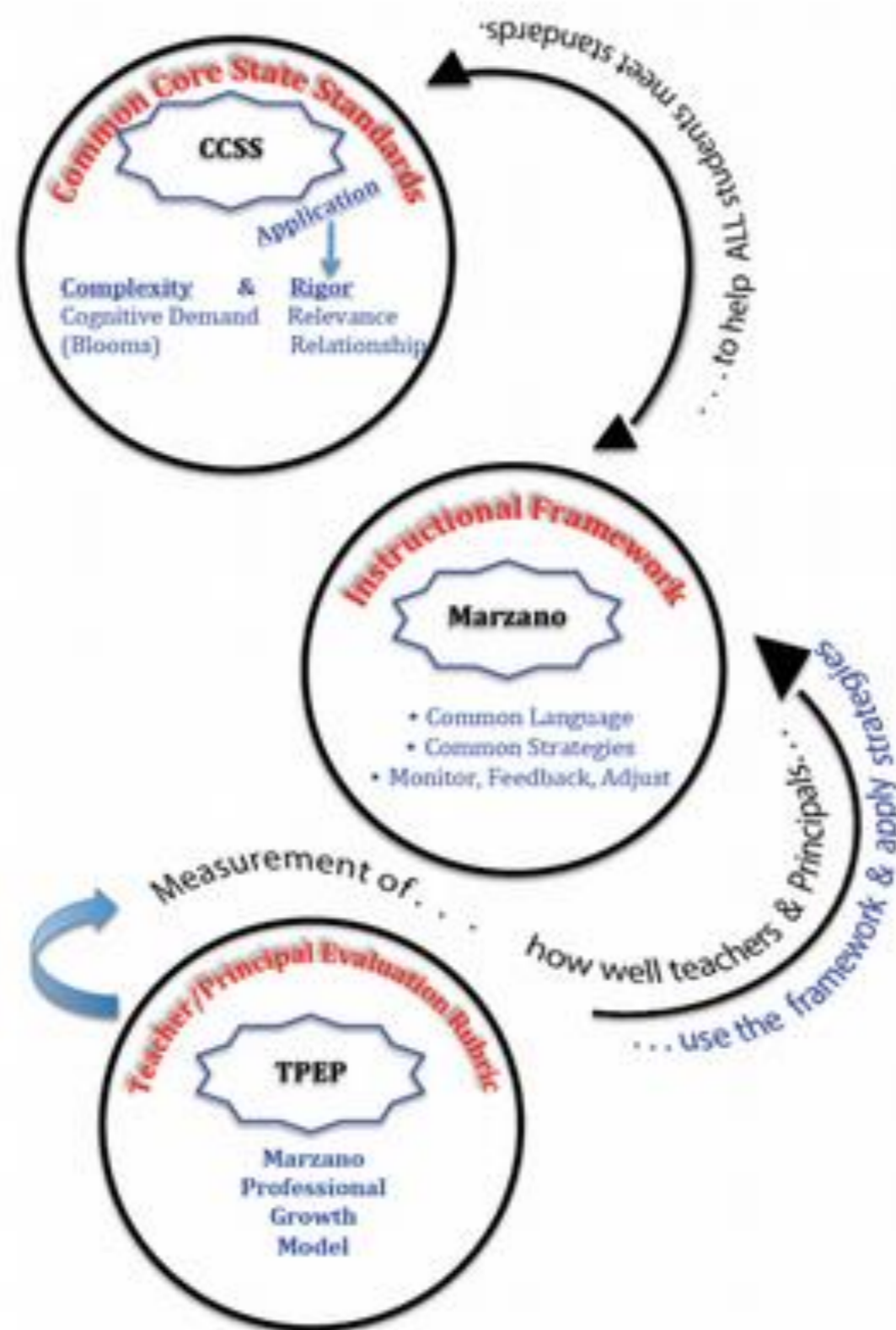
It's All About our Students

Improving our practice to affect student growth!



Quality Instruction Every Day in Every Classroom

The Big Picture



Structure of

Comprehensive Monthly, 3-hour
Focus & Comprehensive: Coaching & Time
for Student Growth Work

TPEP Timeline

Conway School District Comprehensive Teacher Evaluation Timeline 2015-16

Summer	Beginning of the Year	Fall	Mid-Year	Spring	End of Year
Discussion Sessions @ 2 hrs	Administrator meets with Teachers to discuss the Marzano Teacher Evaluation Model and to explain the evaluation process, timeline, and forms on eVAL. (Sept. 21 - PD)	Reminders of "look fors" and Instructional framework connections shared digitally. PLCs focus on student growth.	Professional Development on Framework & Student Growth	If teacher use additional time to reach student/professional growth goals, he/she will analyze additional data and participate in a late spring meeting with administrator	Administrator completes Summary Report (Final Teacher Evaluation) and shares with Teacher for signature or in a meeting format. (By May 15th.)
	Teachers will use the fall eVAL Self-Assessment as a baseline for professional growth. (Sept. 23)	Professional Development on Framework & Student Growth (Comprehensive group will collaborate with Administrator and Teacher Leader)	OBSERVATION CYCLE #2	Teacher completes reflection on Goals for Spring Meeting with administrator. (eVAL)	
	Teachers create Professional Growth Plan (eVAL). (Oct. 24)	Student Growth Conference: Student and Professional Growth Goals and measures are agreed upon by Teacher and Administrator.	Teacher completes the Pre-Conference questions on eVAL and meets with administrator.	Teacher completes a second self-assessment on eVAL, prior to Spring Meeting with administrator. (optional)	
		OBSERVATION CYCLE #1 (Minimum of 30 minutes)	Administrator observes the teacher and completes the Observation notes on eVAL. Teacher has access administrator's notes on eVAL.	Administration provides copy of summary report for teacher review.	
		Teacher completes the Pre-Conference questions on eVAL and meets with administrator.	Teacher completes the Post-Conference questions on eVAL and meets with administrator.	INFORMAL OBSERVATION: Administrator focuses informal observations on observables needing additional evidence and documents on eVAL.	
		Administrator observes the teacher and completes the Observation notes on eVAL. Teacher has access administrator's notes on eVAL.	Administrator completes the Observation Report on eVAL and gives it to teacher for signature.	SPRING MEETING: Teacher and Administrator meet to review summary report, student growth, self-assessment, and goals.	
		Teacher completes the Post-Conference questions on eVAL and meets with administrator.	Student Growth Results Conference: Mid-year data is discussed as evidence for reaching student growth goals. Mid-Year Meeting: Administrator completes summary report and shares areas that need additional evidence with Teacher. These two meetings take place at the same time in March.		
		Administrator completes the Observation Report on eVAL and gives it to Teacher for signature.	INFORMAL OBSERVATIONS: Administrator conducts numerous informal observations and documents on eVAL.		
		INFORMAL OBSERVATIONS: Administrator conducts numerous informal observations and documents on eVAL.	INFORMAL OBSERVATIONS: Administrator conducts numerous informal observations and documents on eVAL.		
		Teacher collects evidence for assigned Criteria and uploads to eVAL.	Teacher continues to collect evidence for assigned Criteria and uploads to eVAL.		
District Support	Monthly TPEP Comp PLC Subbed time or Curriculum Rate time for Student Growth planning meeting.	Monthly TPEP Comp PLC Subbed time or Curriculum Rate time for Student Growth planning meeting.	Monthly TPEP Comp PLC Subbed time or Curriculum Rate time for Mid-Year meeting.	Monthly TPEP Comp PLC Subbed time or Curriculum Rate time for Spring meeting.	

Updated 11/15/15

Conway School District Focused Teacher Evaluation Timeline 2015-2016

Beginning of the Year	Fall	Mid-Year	Spring	End of Year
Administrator meets with Teachers to discuss the Marzano Teacher Evaluation Model and to explain the evaluation process, timeline, and forms on eVAL. (By Oct. 1)	Reminders of "look fors" and Instructional framework connections shared digitally.	INFORMAL OBSERVATIONS: Administrator conducts additional informal observations (one with a minimum of 15 minutes) totaling a minimum of 30 minutes, and documents on eVAL.	If teacher requests additional time to reach student/professional growth goals, he/she will analyze additional data and participate in a late spring meeting with administrator.	Administrator completes Summary Report (Final Teacher Evaluation) and shares with Teacher for signature or in a meeting format. (By May 15th.)
Teachers will use the fall eVAL Self-Assessment to determine professional growth area.	Student Growth Conference: Student and Professional Growth Goals and measures are agreed upon by Teacher and Administrator.	Teacher collects evidence for student and professional growth goals/criteria and uploads to eVAL.	Administration provides copy of summary report for teacher review.	
Teachers choose the Focus criterion. If Principal disagrees, a meeting is held with Principal and Teacher to discuss and make choice together.	OBSERVATION CYCLE #1 (30 min.)	Student Growth Results Conference: Mid-year data is discussed as evidence for reaching student and professional growth goals. Mid-Year Meeting: Administrator discusses summary report and shares areas that need additional evidence with Teacher. These two meetings take place at the same time.	INFORMAL OBSERVATIONS: Administrator focuses informal observations on observables needing additional evidence and documents on eVAL.	
	Teacher completes the Pre-Conference questions on eVAL and meets with administrator.			
	Administrator observes the teacher and completes the Observation notes on eVAL. Teacher has access administrator's notes on eVAL.			
	Teacher completes the Post-Conference questions on eVAL and meets with administrator.			
	Administrator completes the Observation Report on eVAL and gives it to Teacher for signature. Teacher turns original report in to principal.			
	INFORMAL OBSERVATIONS: Administrator conducts regular informal observations and documents on eVAL.			
	Teacher collects evidence for assigned Criteria and uploads to eVAL.			
District Support: Support from TPEP Coach as needed Subbed time or Curriculum Rate time for Student Growth planning meeting.	District Support: Support from TPEP Coach as needed Subbed time or Curriculum Rate time for Student Growth results meeting in Feb/Mar	District Support: Support from TPEP Coach as needed	District Support: Support from TPEP Coach as needed	Updated 11/15/15

*All documentation provided by evaluator is always visible to evaluatee.

Marzano Framework Central to our Work

Marzano Instructional Framework Aligned to Washington State Teacher Evaluation Criteria

Domain 1: Observable Classroom Strategies and Behaviors

Lesson Segments Involving Routines

- #1 HIGH EXPECTATIONS FOR STUDENT ACHIEVEMENT**
 - 1.1 Provides clear learning goals and scales **oqs**
 - 1.2 Celebrates student success **oqs**
- #6 STUDENT DATA**
 - 6.3 Provides opportunities for students to self-reflect and track progress toward learning goals **oqs**
- #5 SAFE, POSITIVE LEARNING ENVIRONMENT**
 - 5.1 Organizes a safe physical layout of the classroom to facilitate movement and focus on learning **oqs**
 - 5.2 Reviews expectations regarding rules and procedures to ensure their effective execution **oqs**

Monitoring for the Desired Effect

How do you know the majority of students are getting it?

- The Teacher**
- Uses progress checks, i.e., exit tickets, clickers, white boards, etc.
 - Monitors verbal and nonverbal responses
 - Uses a system to record and rate important types of student cues, responses or participation
 - Adjusts instruction to student cues, student participation, and/or progress
- The Majority of Students**
- Attend and respond to instruction

Lesson Segments Addressing Content

- #2 EFFECTIVE TEACHING PRACTICES**
 - 2.1 Helps students effectively interact with new knowledge **oqs**
 - 2.1.1 Identifies critical information
 - 2.1.2 Organizes students in small groups to facilitate the processing of new knowledge
 - 2.1.3 Helps students to link prior knowledge to new content
 - 2.1.4 Chunks content into "digestible bites"
 - 2.1.5 Breaks presentation of content and engages students in processing new information
 - 2.1.6 Through questions or activities, students elaborate on new information
 - 2.1.7 Students record and represent knowledge in linguistic and/or nonlinguistic ways
 - 2.1.8 Students reflect on their learning and the learning process
 - 2.2 Helps students to practice and deepen knowledge **oqs**
 - 2.2.1 Reviews content, highlights critical information
 - 2.2.2 Organizes students in groups to practice and deepen knowledge
 - 2.2.3 Uses homework when appropriate (not routinely)
 - 2.2.4 Students examine similarities and differences
 - 2.2.5 Students examine errors in their own reasoning or the logic of information presented
 - 2.2.6 Students practice skills, strategies, and/or processes
 - 2.2.7 Students revise previous knowledge
 - 2.3 Organizes students for cognitively complex tasks (transfer and application) **oqs**
 - 2.7 Uses and applies Academic Vocabulary

Lesson Segments Enacted on the Spot

- #2 EFFECTIVE TEACHING PRACTICES**
 - 2.6 Engages Students **oqs**
 - 2.6.1 Notices when students are not engaged
 - 2.6.2 Uses academic games
 - 2.6.3 Manages response rates
 - 2.6.4 Uses physical movement
 - 2.6.5 Maintains a lively pace
 - 2.6.6 Demonstrates intensity and enthusiasm
 - 2.6.7 Uses friendly controversy
 - 2.6.8 Provides opportunities for students to talk about themselves
 - 2.6.9 Presents unusual or intriguing information
- #5 SAFE, POSITIVE LEARNING ENVIRONMENT**
 - 5.3 Demonstrates awareness of classroom environment at all times (withitness) **oqs**
 - 5.4 Applies consequences for lack of adherence to rules and procedures **oqs**
 - 5.5 Acknowledges adherence to rules and procedures **oqs**
 - 5.6 Builds positive relationships with students by displaying objectivity and control **oqs**
- #1 HIGH EXPECTATIONS FOR STUDENT ACHIEVEMENT**
 - 1.3 Understanding students' interests and backgrounds (positive relationships) **oqs**
 - 1.4 Demonstrates value and respect for all, including typically underserved students **oqs**
- #2 EFFECTIVE TEACHING PRACTICES**
 - 2.4 Asks questions of typically underserved students with the same frequency and depth as other students **oqs**
 - 2.5 Probes typically underserved students' incorrect answers **oqs**

Marzano Instructional Framework Aligned to Washington State Teacher Evaluation Criteria

Domain 2: Planning & Preparing

Planning & Preparing

- #3 DIFFERENTIATION**
 - 3.1 Plans and prepares for effective scaffolding of information within lessons and units that progresses toward a deep understanding and transfer of content **oqs**
 - 3.2 Uses data to plan and provide interventions that meet individual learning needs of students including the following:
 - ELL Students
 - Special Education Students
 - Students who come from home environments that offer little support
- SG #3 STUDENT GROWTH CRITERION**
 - SG3.1 Establish subgroup growth goals
 - SG3.2 Multiple sources of student data from at least 2 points in time show achievement of growth goals
- #4 CONTENT KNOWLEDGE**
 - 4.1 Demonstrates a comprehensive understanding of the subject taught and the standards for the subject
 - 4.2 Plans/prepares for use of available resources and technology
- #6 STUDENT DATA**
 - 6.1 Designs instruction aligned to assessments that impact student learning
 - 6.2 Uses multiple data elements to modify instruction and assessments
- SG#6 STUDENT GROWTH CRITERION**
 - SG6.1 Establish whole class growth goals
 - SG6.2 Multiple sources of student data from at least 2 points in time show achievement of growth goals

Domain 3: Reflecting on Teaching

Reflecting on Teaching

- #2 INSTRUCTION**
 - 2.8 Reflects and evaluates the effectiveness of instructional performance to identify areas of pedagogical strength and weakness
- #8 PROFESSIONAL PRACTICE**
 - 8.4 Pursues professional development based on his/her written growth and development plan, and monitors progress relative to that plan

Domain 4: Collegiality & Professionalism

Collegiality & Professionalism

- #7 FAMILIES AND COMMUNITIES**
 - 7.1 Communicates with parents/guardians and school/communities in a timely and professional manner regarding courses, programs, school events and grade level expectations
 - 7.2 Communicates individual student progress to parents/guardians in a timely and professional manner
- #8 PROFESSIONAL PRACTICE**
 - 8.1 Collaborates with colleagues about student learning and instructional practices by seeking mentorship for areas of need or interest, and/or by mentoring other teachers through sharing ideas and strategies
 - 8.2 Promotes positive interactions with colleagues and displays dependability through active participation
 - 8.3 Participates in district and school initiatives
- SG#8 STUDENT GROWTH CRITERION**
 - SG8.1 **Team goals:** Team establishes student growth goals, implements common measures and monitors growth

Marzano Design Questions

1. What will I do to establish & communicate learning goals, track student progress, & celebrate success? **Wac1.1, 1.2, 6.3**
2. What will I do to help students effectively interact with new knowledge? **Wac2.1**
3. What will I do to help students practice & deepen their understanding? **Wac2.2**
4. What will I do to help students test hypotheses about new knowledge? **Wac2.3**
5. What will I do to engage students? **Wac2.6**
6. What will I do to establish or maintain classroom rules & procedures? **Wac3.1, 5.2**
7. What will I do to recognize & acknowledge adherence & lack of adherence to classroom rules & procedures? **Wac3.3, 5.6**
8. What will I do to establish & maintain effective relationships with students? **Wac1.3, 5.6**
9. What will I do to communicate high expectations for all students? **Wac1.4, 2.4, 2.5**
10. What will I do to develop effective lessons organized into a cohesive unit? **Wac1.1**

Wac = Washington State Components

From *The Art and Science of Teaching*

changed since year 1?

It's been a journey...

- 4 Year Plan with the focus on Comprehensive Year for intensive training in the framework
 - Year 1 - Exploring and trying to figure out the system (didn't even see the Student Growth process until mid-year)
 - Year 2 - Focused on the framework- added Focused for everyone not on comprehensive - gathering too much data - stressing everyone out - worked on strategies necessary to understand the framework-All focused teachers agreed to do criterion 3 and that became a focus of weekly PD.
 - Year 3 - Used the State 8 and worked to integrate the framework - reduced the amount of artifacts/evidence - Most focused teachers continued with criterion 3 and PLC work was focus of our weekly PD.
 - Year 4 - Use the State 8 - getting better at clearly articulating the framework throughout the process-reduced the amount of evidence - focus groups differentiated but encouraged to consider Criterion 8

Support Materials

We realized our teachers needed support with the common language of the framework in some areas. We created some simple common language and strategy documents and focused on these in PD during year 2 & 3. We continue to bring up the language and strategies as “expected” common strategies as we move forward.

Student Growth

Our model is simple, but effective, and another opportunity to systematize the concepts within the framework.

- Scheduled October meetings for the purpose of working through the Student Growth Template.
- Meetings scheduled with Evaluator and Coach
- Teachers given two hours for this meeting, either with sub or as Curriculum Rate Pay. The meetings usually take about 1 hour so teachers have time to complete their plan.
- Evaluator and teacher complete the “Planning for Student Growth” during this meeting

Professional Growth Goal

This is the first year we have asked teachers to identify a professional goal, other than a focus on the Student Growth process.

We asked our teachers the following:

- What are you interested in learning that is new this year?
- How does that new learning fit in with Common Core and/or Classroom Strategies?
- What will your plan be to learn this new thing and implement the new learning?
- How will you know if you have been successful?

Choice....choice....choice....choice....



Criterion 8

How does this work?

❖ How we are looking at Criterion 8 for Focused Evaluation...

Who

What

How

- ❖ It's all about the collaboration around student growth over time...

- ❖ Our PLC questions are embraced through this criterion:
 - ❖ What do we want our kids to learn?

 - ❖ How do we know our kids are learning?

 - ❖ What do we do when our kids don't learn?

 - ❖ How we we respond when our kids do learn?

More about Criterion 8

Evaluation will be on the collaboration around student growth

Teachers develop a collaborative plan that includes

Establishing goals

Developing and implementing common measures

Monitoring student growth

Convincing evidence of Proficient work on Criterion 8 includes ***consistent and active collaboration***

Meeting minutes, observations of PLC meetings, reflections from team members are all strong pieces of evidence to build a picture of proficiency.

Distinguished practice would include evidence that the teacher “leads other grade, school or district team members to improve student learning.

Analyzing Student Growth

The Process:

- Meeting together with Evaluator and Coach to analyze data from fall to winter (end of February/early March)
- Teacher leads the conversation about what the data means and if the goal was reached
- If more time or work is needed for the students to meet the goals, a plan is constructed (sometimes additional interventions are needed) This is a great opportunity to support the teacher in strategies for scaffolding and classroom interventions.
- Evaluator meets with the teacher at the end to finalize the Student Growth portions of the evaluation rubric.

Criterion 8

Ideas for Growth

At the same time that teachers are meeting with evaluator and coach to analyze their criterion 3 & 6 student growth, we will meet with Criterion 8 PLCs to have them reflect on their work together and set some goals for their on-going work.