

# Including Student Growth in Educator Evaluation

Monitoring and Adjusting  
February, 2014

Day 3



**AESD** ASSOCIATION OF  
EDUCATIONAL  
SERVICE DISTRICTS

Nine ESDs. One Network.  
Supporting Washington's Schools and Communities.

# Entry Task - Reflect

1. On your own, write about our last session.
  - \* **major learnings**
  - \* **action steps you took**
  - \* **clarifications you need**
2. Group yourself with someone from another district
  - \* **share reflections**



# Norms of Collaboration

- \* Pausing
- \* Paraphrasing
- \* Posing questions
- \* Putting ideas on the table
- \* Providing data
- \* Paying attention to self and others
- \* Presuming positive intentions
- \* Anything else?

# Sessions Addressing Student Growth

- \* Setting Student Growth Goals (SGGs)
- \* Monitoring SGGs
- \* The Evaluation Cycle: Reflecting and Evaluating SGGs
- \* In-District Planning: Participants, Communication, Professional Learning, Etc.

# Another Look at Student Growth Rubrics

- \* Operational Terms Examples
- \* Essential components of a Student Growth Goal – SGG - (SMART)
  - \* Some possible ‘examples/non-examples’
- \* Essential components of assessments to measure SGGs

# SMART Goals

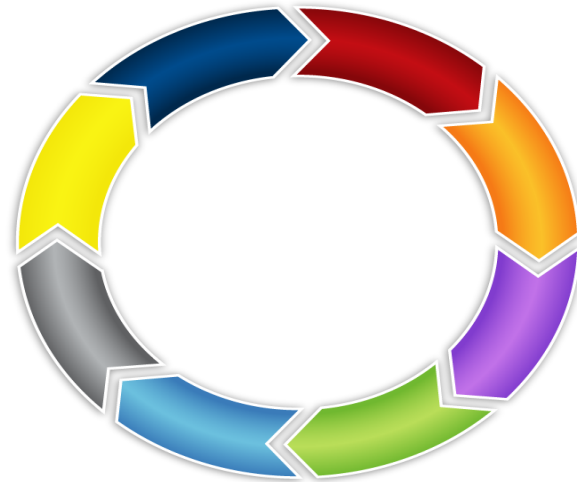
- \* Consider SGGs in light of SMART Goals
  - \* **S**pecific
  - \* **M**easurable
  - \* **A**ppropriate
  - \* **R**ealistic
  - \* **T**ime bound

# Intended Outcomes for this Session

## Participants will:

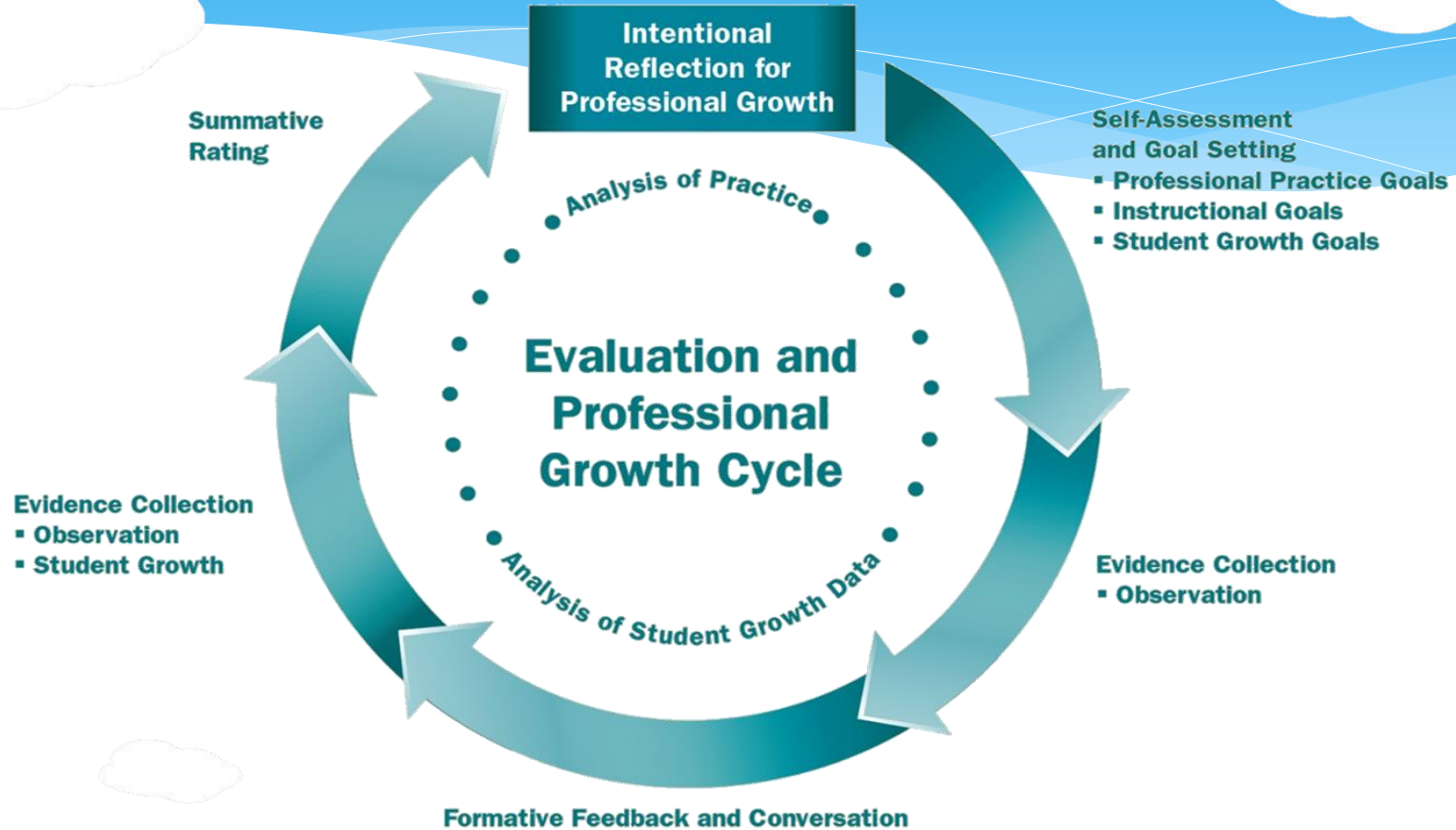
- \* Understand the essential components and tools for an evaluation/growth cycle (for teachers and principals).
- \* Examine/Analyze their model evaluation/growth cycle to determine possible additions or adjustments.
- \* Understand the evaluation cycle as it appears in the eVal tool.
- \* Consider implications for District planning.

# Reviewing the Teacher Evaluation/Growth Cycle





# Year-Long Teacher Evaluation/Growth Cycle



The instructional and leadership frameworks have their own language connected with this cycle.

# The Year-Long Teacher Evaluation/Growth Cycle

By 9:35:

- \* Organize your district team (with roles)
- \* Use your form to note your checkpoints and tools for creating and monitoring SGGs
- \* Create a visual of your District's year long cycle
- \* Post both the form and visual
- \* Choose one team member to be the 'spokesperson' at the poster

# The Year-Long Teacher Evaluation/Growth Cycle

- \* Break your district team in half
- \* Each half examines half of the posted materials to gather ideas
- \* **One team member at poster to offer information**

# Table Talk

\* By 9:50:

- \* Back with your team:
  - \* Review the ideas you that you found helpful or interesting.
  - \* Make a list of those things you will explore further for possible use in your own district.



# The Principal's Roles

1. In the Teacher Evaluation cycle
2. In the Principal/ Assistant Principal Evaluation cycle

**What does the research say about the importance of the principal as instructional leader?**

# The Research

- \* Recent joint research project between Vanderbilt University and Stanford University, funded by the Institute of Education Sciences revealed . . .

**Principal time spent directly coaching teachers is positively associated with learning and school improvement, while time spent engaged in informal classroom “walkthroughs” is negatively associated with school improvement, at least in high schools.**

# Reviewing the Principal Evaluation/Growth Cycle



Reflecting on goals, progress and next steps. . .

An end-of-year self assessment?

**Self-Assessment/  
Reflection, Personal Goal  
based on self-assessment/  
District Goal based on  
District context**

August/ September  
Self Assessment and Goal  
Setting

**Ongoing Monitoring and  
Support - visits, walk  
throughs and observations**

**Providing continued support,  
responding to questions  
where candidate is between  
two ratings.**

May/ June  
Summative Conference

**Year -long  
Principal  
Evaluation  
Cycle**

Sept./ Oct./Nov.  
Scheduling Monitoring/ Support  
Conferences  
Initial Conference #1 (Fall)

**Ongoing Monitoring and  
Support - visits, walk  
throughs and observations**

**Ongoing Monitoring and  
Support - visits, walk  
throughs and observations,  
prepping for summative conf.**

March/ April  
Monitoring/ Support  
Conference #3  
(Spring)

Dec./ Jan. Feb.  
Monitoring / Support  
Conference #2  
(Winter)

**Ongoing Monitoring and  
Support - visits, walk  
throughs and observations**

**Ongoing Monitoring and  
Support - visits, walk  
throughs and observations**

**Ongoing Monitoring and  
Support - visits, walk  
throughs and observations**



# A Conversation in Job-Alike Pairs/Trios

- \* What questions might the principal ask the Health/Fitness teacher about the progress monitoring of his/ her SGG?
- \* At what points during the evaluation cycle?
- \* How does this play into the principal's evaluation (see Criterion 5 on the Leadership Rubric)?

# BREAK!



# Models from the Field

\* Anacortes

\* Conway

\* *What do I want to remember?*

\* *What do I want to remember?*

A cartoon-style illustration of a wooden sign. The sign is rectangular with a light brown wood grain texture and a dark brown shadow on its right side, giving it a 3D appearance. It is hanging from a dark grey nail at the top center, with two thin grey lines representing the string or wire. The text on the sign is in a bold, dark brown, sans-serif font. The words 'Out to' are on the top line, and 'LUNCH!' is on the bottom line in a larger font size. The sign has a slightly irregular, hand-cut edge.

**Out to  
LUNCH!**

# Monitoring Student Growth – Reflect and Share

- \* Use the Self Reflection Sheet (5 minutes on your own).
- \* Re-join your job-alike groups; same facilitator
- \* Share your thinking/work regarding (15 minutes)
  - \* celebrations for work done
  - \* forms or protocols being used
  - \* questions still unanswered
- \* Share aha's, highlights back in the whole group (5 minutes)

# For Teachers

- \* Are all students making progress toward the student growth goal I set for them?
  - \* How do I know?
- \* Who needs more support?
  - \* How do I know?
- \* How do I determine the appropriate approach/intervention?
  - \* How do I know?
- \* What help do I need and where do I find it?
- \* Other questions that need addressing?

# For Building Administrators

- \* Are all teachers/teacher groups monitoring progress towards the student growth goals they set?
  - \* How do I know?
- \* Who needs more support?
  - \* How do I know? How do I/we determine the appropriate approach/intervention? For students? For teachers?
- \* What help do I/we need and where do I/we find it?
- \* How will I ensure they get the support?
- \* Other questions that need addressing?

# For Central Office Administrators: As Evaluators of Principals

- \* How do I ensure that building administrators are:
  - \* planning with data?
  - \* assisting staff to use data to monitor and adjust instruction?
  - \* connecting student growth to the school improvement plan?
  - \* evaluating staff on effective instruction and assessment practices?
  - \* tracking evidence of student growth – for all and subgroups?



# eVAL

\* What is new?

# Reviewing the Intended Outcomes for this Session

## **Participants will:**

- \* Understand the essential components and tools for an evaluation cycle (for teachers and principals).
- \* Examine/Analyze their model evaluation cycle to determine possible additions or adjustments.
- \* Understand the evaluation cycle as it appears in the eVal tool.
- \* Consider implications for District planning.

# How did we do?

- \* Plus / Delta Chart



# Thank You

Next Meeting . . .

\* April 17: Cohort 1

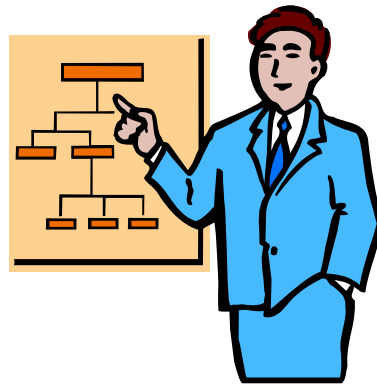
\* April 23: Cohort 2

# District Planning

Team Time




# Principal Evaluation Progress Sharing



What's going well?

What do you still need to work on?

What are your next steps?

- 
- **What strategy will you use back at home to share your learning?**
  - **What messages will you deliver? To whom? When? How?**
  - **What professional learning will you manage? To whom? When? How?**
  - **How can you as a leadership team add coherence to the district?**
  - **What decisions do you make?**
  - **What understandings do you have?**
  - **What operational definitions do you need to create?**