

INCLUDING STUDENT GROWTH IN EDUCATOR EVALUATION

Session 4
April 2014

4/17/2014



Session Norms

- ◆ Pausing
- ◆ Paraphrasing
- ◆ Posing Questions
- ◆ Putting Ideas on the Table
- ◆ Providing Data
- ◆ Paying Attention to Self and Others
- ◆ Presuming Positive Intentions
- ◆ What Else?

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Sessions Addressing Student Growth

- ◆ Setting Student Growth Goals (SGGs)
- ◆ Identifying Tools and Measures for SGGs
- ◆ Monitoring SGGs
- ◆ Reflecting on Our Team Work re: SGGs
 - ◆ Communicating
 - ◆ Stabilizing Definitions and Practice

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Intended Outcomes for this Session

- ◆ Understand the links between educator evaluation and professional learning
- ◆ Analyze your district SGG communication (compared to peers) and implementation (against the WACs) plans to determine next steps.

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Intended Outcomes for the Session

Plan and/or review your district implementation plan to date. Where is your district in relation to:

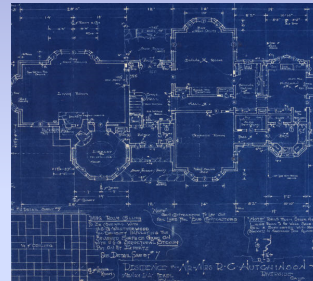
- ◆ Implementing the legislative requirements?
- ◆ Creating student growth goals (SGGs) based on student growth rubrics?
- ◆ Identifying high quality assessments for monitoring SGGs?
- ◆ Determining operational definitions of SGGs?
- ◆ Aligning sound SGGs with appropriate high quality assessments?
- ◆ Providing a rationale for your assessment choices?
- ◆ Analyzing district progress in monitoring SGGs for educator evaluation and professional growth?

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About SMART SGGs...

- ◆ Aligned with the Rubric?
- ◆ Following a District model?



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SMART Goals

- ◆ S: specific
- ◆ M: measurable
- ◆ A: attainable/actionable
- ◆ R: realistic/results-oriented
- ◆ T: time-bound

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Student Growth Rubric

SGG 3.1:

- ◆ Establishes appropriate student growth goal(s) for subgroups of students not reaching full learning potential. Goal(s) identify multiple, high-quality sources of data to monitor, adjust, and evaluate achievement of goal(s).

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Student Growth Rubric

SGG 6.1:

- ◆ Establishes appropriate student growth goal(s) for whole classroom. Goal(s) identify multiple, high-quality sources of data to monitor, adjust, and evaluate achievement of goal(s).

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Student Growth Rubric

SGG 8.1:

- ◆ Consistently and actively collaborates with other grade, school, or district team members to establish goal(s), to develop and implement common, high-quality measures, and to monitor growth and achievement during the year.

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District Communication Plans: in place? working?

- ◆ 10 min: Meet with your home team to collectively remember/note your SGG communication actions.
- ◆ 15 min: Join your 'assigned' Districts to share.
- ◆ 5 min: Return to your home team to share some ideas you'd like to include in your plan this afternoon.

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Getting Serious About TPEP Data to Plan Professional Development

Questions to Consider:

- ◆ How do you gather information about teacher criterion/dimension/domain scores to inform your Pro D planning?
- ◆ How do you gather information about 'results' on SGGs to do the same?

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Introduction

- ◆ The purpose of evaluation of certificated classroom teachers, principals, and assistant principals is to acknowledge the critical importance of teacher and leadership quality in impacting student growth and support professional learning as the underpinning of the new evaluation systems.

Based on WAC 392.191A.050

www.tpep-wa.org

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Linking Teacher Evaluation to Professional Development: Focusing on Improving Teaching and Learning (May 2012)

- ◆ 7 min: Read your assigned section (see the back of the 'Workshop 2' document; note answers to the three questions.
- ◆ 8 min: Share your comments with group as recorder notes your thoughts.
- ◆ 10 min: Large group share-out

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Back in District Teams: We Have ... Next Steps

- ◆ Teaching Standards
- ◆ Multiple Measures of Teacher Performance
- ◆ High Quality Training on Standards and Tools
- ◆ Trained Individuals to Evaluate and Provide Feedback
- ◆ Professional Growth Opportunities
- ◆ Professional Learning Standards

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We Have...Next Steps



Remember: Professional Growth!

How will your district ensure that the evaluation cycle is also a professional growth cycle?

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Before the Break

- ◆ Are you gathering data? How could you?
- ◆ What is known about TPEP work for 14-15
- ◆ Questions for Jeanne Harmon....?

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Break!



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Jeanne Harmon

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Until Lunch... 15-20 minutes

- ◆ Grab your GREY 'Considerations for Alignment' document. Notice the bold text in the WAC column on pages 2, 3, 4.
- ◆ Find a place to work on your own.
- ◆ Jot down your notes to the questions on these three pages.
- ◆ To determine the strength of your common understanding, do this first on your own.

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Compare with two others

- ◆ Where are your answers the same?
- ◆ Where are your answers different?
- ◆ An emerging SYSTEM!
- ◆ An opportunity for CALIBRATION and LEARNING!

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Lunch!



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eVAL and PD Planning



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Video Tools



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District Planning

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Student Growth Implementation Plan

Using your self-assessment, consider whether you have:

- ◆ Created student growth goals (SGGs) based on student growth rubrics
- ◆ Identified high quality assessments for monitoring SGGs
- ◆ Determined operational definitions of SGGs
- ◆ Aligned sound SGGs with appropriate high quality assessments
- ◆ Provided a rationale for your assessment choices
- ◆ Analyzed district progress in monitoring SGGs for educator evaluation and professional growth
- ◆ How the summative scoring process becomes part of the professional growth cycle

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Debrief...

Each team member will respond to:

- ◆ Major discovery with your district's self-assessment
- ◆ Type of support needed to successfully implement your plan

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Plans for 2014-15 School Year

Divide a piece of chart paper into four quadrants

- ◆ In upper left, write Spring 2014
- ◆ In upper right, write Fall 2014
- ◆ In lower left, write Winter 2014/15
- ◆ In lower right, write Spring 2015
- ◆ Capture your major activities
- ◆ Gallery walk

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Student Growth Series Survey/Evaluation

- ◆ Please take a moment to complete the student growth series survey/evaluation.

~THANKS!

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The End

- ◆ Make sure you sign in to ensure receiving clock hours
- ◆ Complete Student Growth Survey/Evaluation!
- ◆ Plus and Delta

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