



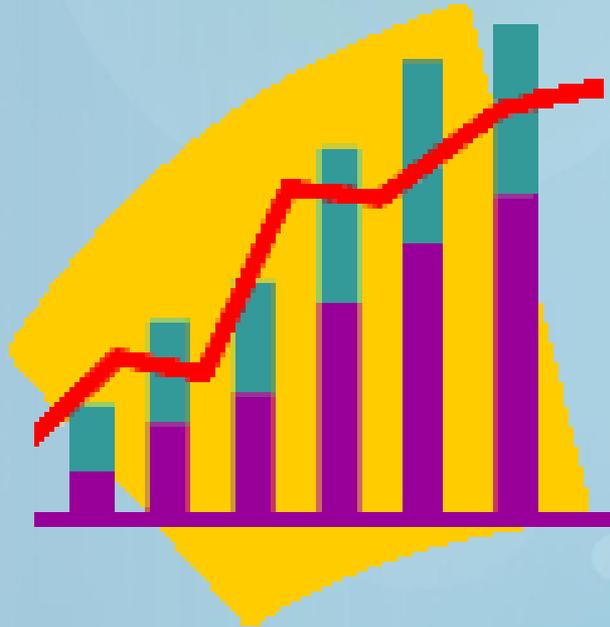
Educator Effectiveness SYSTEM

IMPROVE SUPPORT. IMPROVE PRACTICE. IMPROVE OUTCOMES.

Navigating Educator Effectiveness



Purpose of the System



Continuous Improvement

Opportunity

Continuity gives us roots; change gives us branches, letting us stretch and grow and reach new heights. ~Pauline R. Kezer

Language

- **EEP** = Educator Effectiveness Plan = 1 PPG and 1 SLO
- **PPG** = Professional Practice Goal
- **SLO** = Student Learning Objective
- **FFT** = Framework for Teaching
- **Artifact** = evidence of effective practice
- **Changes**
 - Rating Year/Non Rating year to **Effectiveness Cycle**
 - Rating Year to **Summary Year**
 - Evaluators are not required to formally approve an educators EEP or SLO Goals

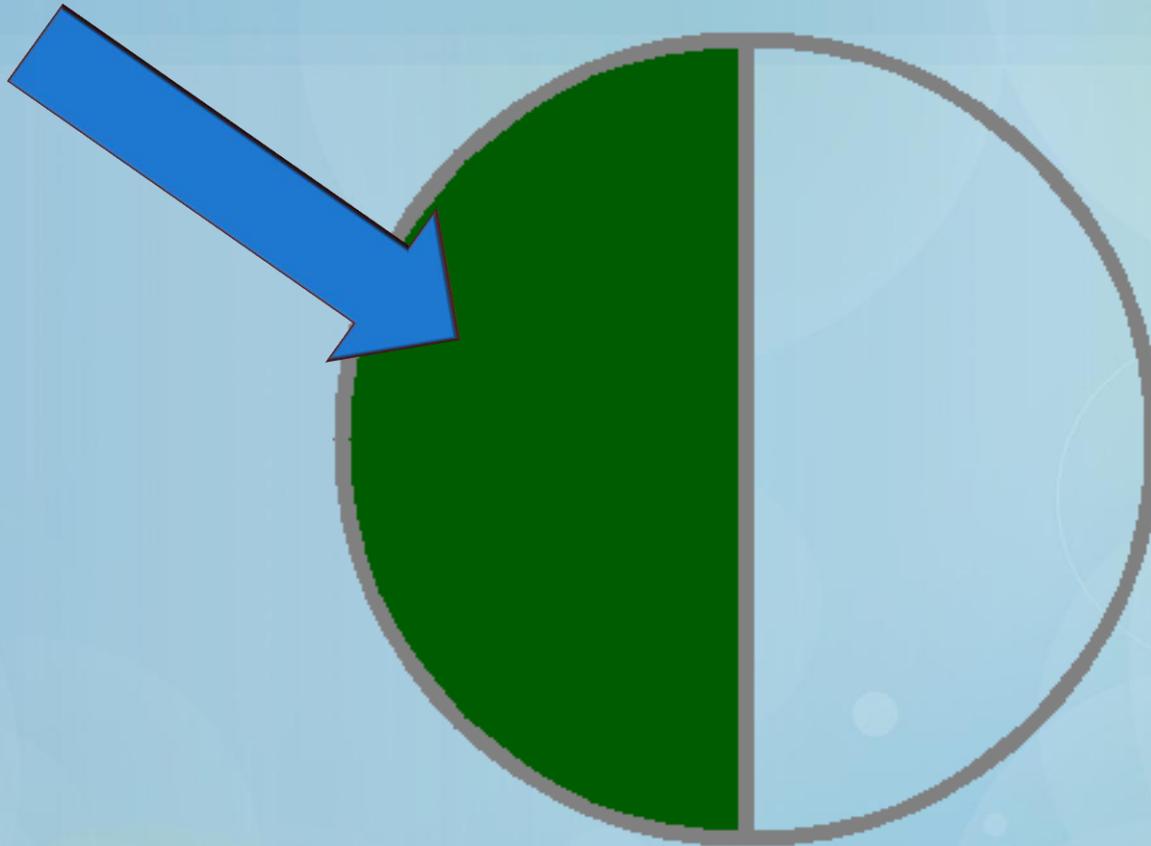
The *Effectiveness Cycle*

- **Effectiveness Cycle** = 3 years, with ongoing formative feedback
- **New Staff** – complete Effectiveness Cycle first year
- **Veteran Staff** - Districts decide where to place each educator in the system and communicate when they complete his/her effectiveness cycle - 2014-15, 2015-16 or 2015-17
 - Dependent on local implementation and when the educator is due for evaluation
- A school district can decide to evaluate more than state law requires - this may mean the effectiveness cycle is shorter than the 3 years between summary years.

Multiple Measures to Assess Teacher Effectiveness

- **50% based on evidence of educator practices**
 - Observations
 - 1 announced with pre and post conference
 - 3-5 unannounced mini observations (15-20 minutes)
 - At least 2 of the unannounced mini observations during the summary year
 - Artifacts
 - Score based on all 4 domains/22 components (Danielson) – or – 6 Standards/42 Indicators (Stronge)
- **50% based on evidence of student outcomes**

50% Educator Practice



Danielson Framework for Teaching

Domain 1: Planning and Preparation

- 1a Demonstrating Knowledge of Content & Pedagogy
- 1b Demonstrating Knowledge of Students
- 1c Setting Instructional Outcomes
- 1d Demonstrating Knowledge of Resources
- 1e Designing Coherent Instruction
- 1f Designing Student Assessments

Domain 2: Classroom Environment

- 2a Creating an Environment of Respect & Rapport
- 2b Establishing a Culture for Learning
- 2c Managing Classroom Procedures
- 2d Managing Student Behavior
- 2e Organizing Physical Space

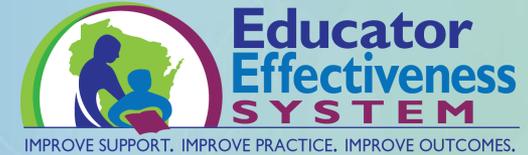
Domain 4: Professional Responsibilities

- 4a Reflecting on Teaching
- 4b Maintaining Accurate Records
- 4c Communicating with Families
- 4d Participating in Professional Community
- 4e Growing and Developing Professionally
- 4f Showing Professionalism

Domain 3: Instruction

- 3a Communicating with Students
- 3b Using Questioning & Discussion Techniques
- 3c Engaging Students in Learning
- 3d Using Assessment in Instruction
- 3e Demonstrating Flexibility & Responsiveness

CESA 6 – Stronge Model



Performance Standard 1: Professional Knowledge

The teacher demonstrates an understanding of the curriculum, subject content, and the diverse needs of students by providing relevant learning experiences.

Performance Standard 2: Instructional Planning

The teacher plans using the approved curriculum instructional strategies, resources and data to meet the needs of all students.

Performance Standard 3: Instructional Delivery

The teacher effectively engages students in learning by using a variety of instructional strategies in order to meet individual learning needs.

Performance Standard 4: Assessment of/for Learning

The teacher systematically gathers, analyzes, and uses relevant data to measure student progress, guide instructional content and delivery methods, and provide timely feedback to students, parents, and stakeholders.

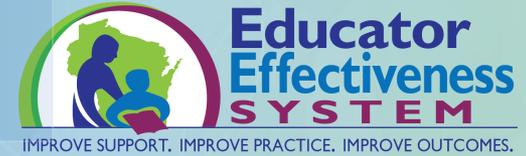
Performance Standard 5: Learning Environment

The teacher uses resources, routines, and procedures to provide a respectful, positive, safe, student-centered environment that is conducive to student engagement and learning.

Performance Standard 6: Professionalism

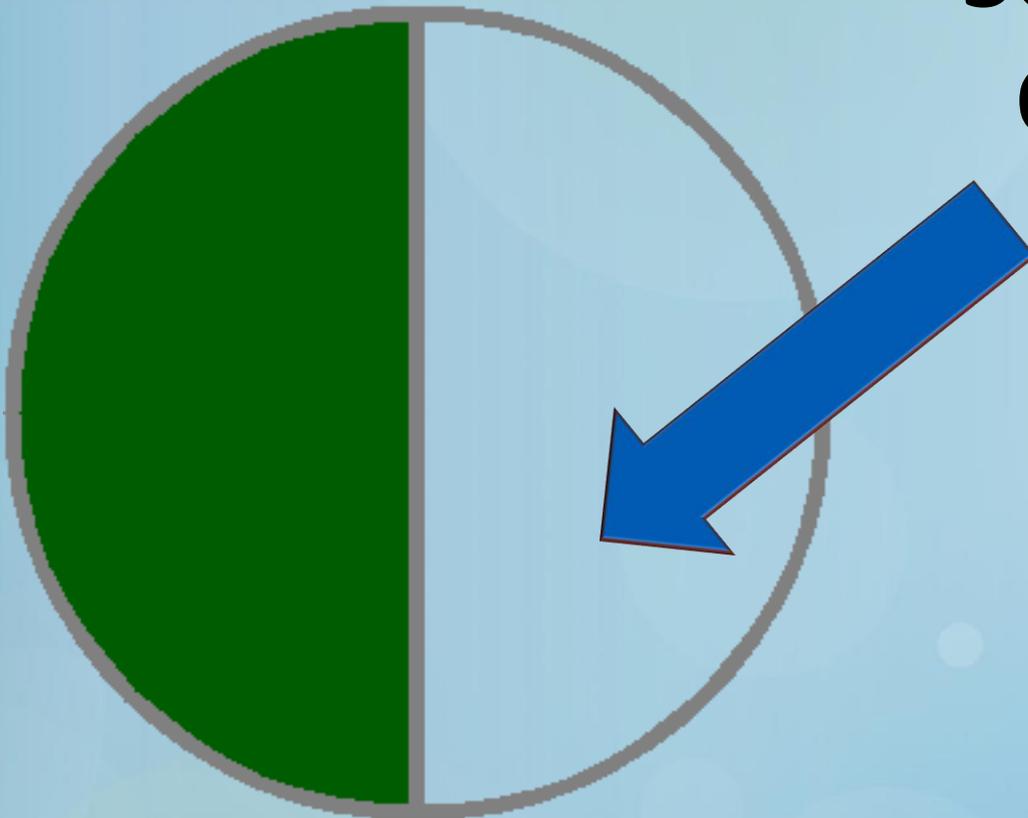
The teacher demonstrates behavior consistent with legal, ethical, and professional standards, contributes to the profession, and engages in professional growth that results in improved student learning.

Danielson-Stronge Crosswalk



Danielson	Stronge
<p>Domain 3 – Classroom Environment</p> <ul style="list-style-type: none"> • 5 components 	<p>Standard 5 – Learning Environment</p> <ul style="list-style-type: none"> • 8 Indicators
<p>Domain 2 – Instruction</p> <ul style="list-style-type: none"> • 5 components 	<p>Standards 3 & 4 – Instructional Delivery, Assessment for and of Learning</p> <ul style="list-style-type: none"> • Standard 3 – 7 Indicators • Standard 4 – 7 Indicators
<p>Domain 1 – Planning and Preparation</p> <ul style="list-style-type: none"> • 6 components 	<p>Standards 1 & 2 – Professional Knowledge, Instructional Planning</p> <ul style="list-style-type: none"> • Standard 1 – 9 Indicators • Standard 2 – 5 Indicators
<p>Domain 4 – Professional Responsibilities</p> <ul style="list-style-type: none"> • 6 Components 	<p>Standard 6 – Professionalism</p> <ul style="list-style-type: none"> • 6 Indicators
<p>TOTAL = 22 Components</p>	<p>TOTAL = 42 Indicators</p>

50% Student Outcomes



Student Outcomes

- **5%** School wide reading value-added or graduation rate scores
- **95%** Student learning objective/school learning objective score

Determining & Writing the SLO

- Analyze data
- Determine an academic need within a population of students
- Create a SMART goal
- Implement a balanced assessment process, collecting data on student growth

Creating the SLO Score

- Educators self-score their SLOs annually at the end of each interval using the revised SLO rubric
- Revised rubric measures the degree to which educators meet their student outcomes goals and the quality of the SLO's implementation Process
- **Changes from Pilot:**
 - score is based on outcome results and process rather than results only
 - scores are no longer averaged
 - educator self-scores SLO's (no evaluator scoring on individual SLO's)

Final Effectiveness Cycle Summary

- Evaluator determines a score for each of the components from the appropriate framework, which are combined to result in a final **Educator Practices Summary**
- The holistic SLO score, the reading/graduation rate score, and the principal value-added score (when available) are combined to result in a final **Student Outcomes Summary**
- Results are uploaded and only the educator and his/her administrators will be able to review the results

Educator should...

- Analyze each component or indicator and clearly describe effective practices in physical education

What would I be doing or saying and what would the students be doing or saying that would support this specific component or indicator?

- Identify and describe artifacts that support each domain/component

What evidence could I use to demonstrate this component/indicator?

- Reflect and discuss qualities of effective practice as they relate to personal strengths, areas in need of improvement, and interests

What component(s)/indicator(s) am I motivated to work on?

Teachers Performing at *Proficient Level*

...experienced, professional educators who thoroughly know their content, students and curriculum, who have a broad repertoire of strategies and activities to use, who are reflective and responsive to their students' needs, who have well established (automatic) routines and a strong understanding of the dynamics of their classes, and who are continuously working to improve their practice ... all while maintaining a focus on student learning.

PPGs – Professional Practice Goals

- Complete self-rating of components/indicators
- Develop one PPG – using SMART goal approach – that is aligned to specific components/indicators
- When possible the PPG should support success with the SLO
- PPGs establish a focus for professional growth for that year
- Evaluators will assess all components/indicators, but the PPG helps focus attention on activities that will

Classroom Environment

Danielson Domain 2 - Stronge Standard 5

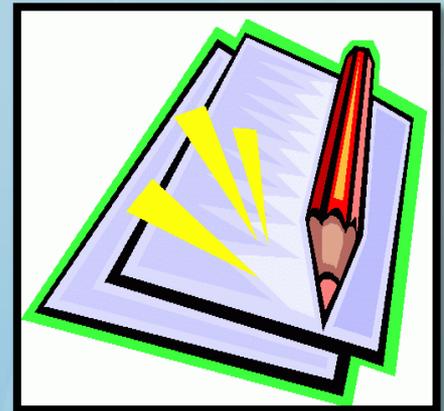
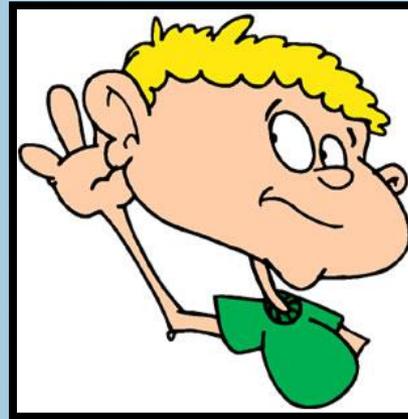
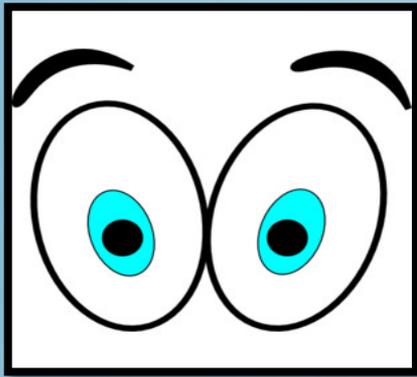
- **Creating an environment of respect and rapport** –trust, teamwork, communication
- **Establishing a culture for learning-** engaging, motivating, challenging, opportunities for varied practice, encouraging, appreciation of diversity
- **Managing classroom procedures** – protocols, routines, transitions, groupings
- **Managing student behavior** – respectful interactions
- **Organizing physical space** – safe, accessible, efficient, organized

Instruction

Danielson Domain 3 - Stronge Standards 3, 4

- **Communicating with students** – clarity, reinforcing, motivating, purposeful
- **Using questioning and discussion techniques** – activate prior knowledge, connect old to new knowledge, higher level thinking, opportunities to solve problems
- **Engaging students in learning** – pacing, structure, meaningful, purposeful, efficient, student-centered instructional styles, repetition, variety
- **Using assessment in instruction** – obvious learning focus, active monitoring, checking for understanding, feedback, self assessment
- **Demonstrating flexibility and responsiveness** – differentiation, pacing, reinforcement

Complete Worksheet A



Planning and Preparation

Danielson Domain 1 and Stronge Standard 1, 2

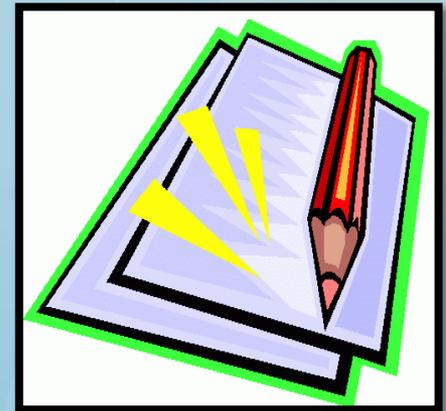
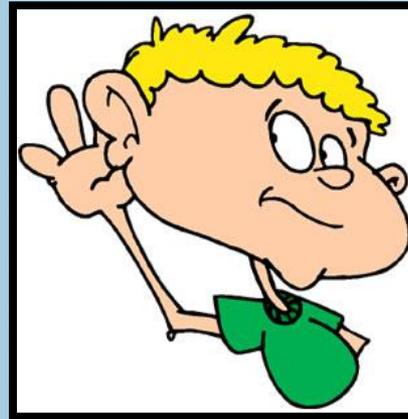
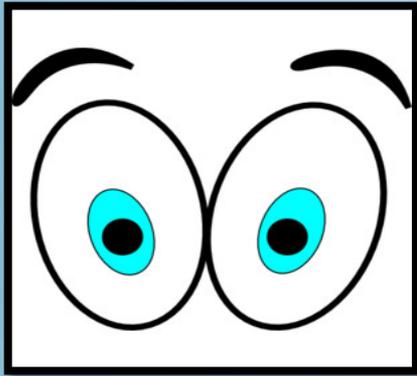
- **Knowledge of content and pedagogy** – accurate, current, language and vocabulary, skillful with content
- **Knowledge of students** – development in each domain, learning processes/theories, individual student interests, culture, and specific needs
- **Setting instructional outcomes** – standards, alignment, appropriate, higher level thinking, high expectations, based on data
- **Knowledge of resources** – whole class and individual student
- **Designing coherent instruction** – lesson and unit structure, connecting present-past-future learning/experiences, real world application
- **Designing student assessments (Stronge Standard 4)** – alignment, measurable, observable, continuous, multiple forms, balanced, implementation/use

Professional Responsibilities

Danielson Domain 4 and Stronge Standards 6

- **Reflecting on teaching** – self evaluation, goal setting
- **Maintaining accurate records** – Student progress
- **Communicating with families and other stakeholders** - relationships
- **Participating in a professional community** – collaboration
- **Growing and developing professionally** – receptive to feedback, service, enhancing knowledge
- **Showing professionalism** – continual improvement, integrity, advocacy

Complete Worksheet B





Next Steps for Professional Growth?



Overview of SLOs

Educators should...

- Review the components of an SLO, specifically the items on the SLO template
- Describe how to create a SMART goal
- Describe quality, balanced assessment and reflect upon their own practices

SLOs should represent ...

- **Critical content** for your *program and students*
- Content that is **aligned** to your program's purpose/mission
- **Higher levels** of learning, **deeper levels** of knowledge
- **Transferable or generalizable** skills and knowledge, that reach beyond a single skill or context **AND** are pre-requisites for the next level of your program
- Enduring understandings
- **21st century skills** – college and career ready

SLO Quality Indicators – *Baseline Data and Rationale*

- The educator used **multiple data sources** to complete a thorough review of student achievement data
- The data analysis **supports the rationale** for the SLO goal
- The baseline data indicates the **individual starting point** for each student included in the target population
- **NOTE:** As this step is done you should identify a target student population and use baseline data on this specific group of students

SLO Quality Indicators – *Alignment*

- The SLO is aligned to specific **content standards**, CCSS, and/or 21st Century skills representing the **critical content for learning** within a grade-level and subject area
- **The standards identified are** appropriate and aligned to support the identified area(s) of need and the student population included in the SLO
- The SLO is stated as a **SMART goal**

SLO Quality Indicators

Student Population and Targeted Growth

- The **student population** identified in the goal(s) reflects the results of the data analysis
- **Growth trajectories** reflect appropriate gains for students, based on identified starting points or benchmark levels
- Growth goals are **rigorous, yet attainable**
- Targeted growth is revisited based on progress monitoring data and adjusted if needed

SLO Quality Indicators

Interval

- The interval is appropriate given the SLO goal
- The interval reflects the duration of time the target student population is with the educator
- Mid-point checks are planned, data is reviewed, and revisions to the goal are made if necessary
- Mid-point revisions are based on strong rationale and evidence supporting the adjustment mid-course

SLO Quality Indicators

Assessment/Evidence Sources

- The assessment chosen to serve as evidence **appropriately measures** intended growth goals/learning content
- Assessments are **valid, reliable, fair, and unbiased** for all students/target population
- The evidence reflects a **balanced use of assessment data**
- Progress is continuously monitored and an appropriate amount of evidence can be collected in time for use in final scoring
- **Teacher created rubrics** have well crafted performance levels
 - Clearly define levels of performance
 - Are easy to understand
 - Show a clear path to student mastery

Importance of Balanced, Quality Assessment

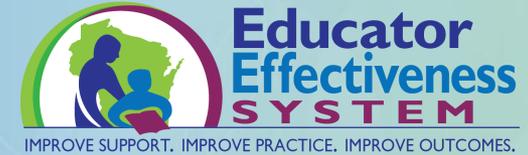
- Assessments should be aligned with standards, serve a clear purpose, and provide evidence/data specific to that purpose
- **Multiple measures**
- **Benchmark Assessments** – administered to collect baseline data, and then periodically to assess progress toward the outcome goal
- **Formative Assessment** - instructional strategies to frequently ‘check-in’ on learning progress - used to make adjustments along the way

SLO Quality Indicators

Instructional Strategies and Supports

- Strategies reflect a differentiated approach appropriate for the target population
- Strategies were adjusted throughout the interval based on formative assessment and progress monitoring data
- Collaboration with others - teachers, specialists, etc. is indicated when appropriate
- Appropriate professional development opportunities are addressed, and are aligned to the SLO goal(s)

SLO Scoring Rubric



4	Student growth for SLO(s) has exceeded goal(s) Educator engaged in a comprehensive, data-driven SLO process that resulted in exceptional student growth
3	Student growth for SLO(s) has met goal(s) Educator engaged in a data-driven SLO process that resulted in student growth
2	Student growth for SLO(s) has partially met the goal(s) Educator engaged in SLO process that resulted in inconsistent student growth
1	Student growth for SLO(s) has not met the goal(s) Educator engaged in a SLO process that resulted in minimal or no student growth

SMART Goals - *Specific*

- **Specific** goals are those that are well-defined and free of ambiguity or generality. The consideration of “W” questions can help in developing goals that are specific:
 - What?—Specify exactly what the goal seeks to accomplish
 - Why?—Specify the reasons for, purposes or benefits of the goal.
 - Who?—Specify who this goal includes or involves.
 - When?—Specify the timeline for the attainment of the goal.
 - Which?—Specify any requirements or constraints involved in achieving the goal.

SMART Goals – *Measurable & Attainable*

- **Measurable** goals are those which have concrete criteria for measuring progress toward their achievement.
- **Attainable** goals are those that are reasonably achievable. Goals that are too lofty or unattainable will result in failure, but at the same time, they should involve extra effort to achieve. In either extreme (too far-reaching or sub-par), goals become meaningless.

SMART Goals – *Results-Based and Time-Bound*

- **Results-based** goals focused on results and are relevant to the mission of an organization such as your program or school, helping to move the overall effort of a program or school forward.
- **Time-bound** goals occur within a specified and realistic timeframe. The exact time frame depends on the teaching schedule

Analyzing, Evaluating and Creating SLOs

Educators should...

- **1:** Review and evaluate sample SLOs using the SLO guideline sheet
- **2:** Practice writing SMART goals using the SMART goal reference sheet
- **3:** Spend time collaborating with your peers about potential SLO focus



**Educator
Effectiveness**

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Guidance for Educators Serving in Unique Roles and Content

<http://www.livebinders.com/play/play?id=1225721>