



Educator Effectiveness

IMPROVE SUPPORT. IMPROVE PRACTICE. IMPROVE OUTCOMES.

Beginning of the Year

9:00 AM



Beginning of the Year



- Building the Educator Effectiveness Plan
- Integrates Student Outcomes and Practice
- Two Goal Areas
 - Student Learning Objectives (SLO)
 - Professional Practice Goals (PPG)
- Find natural connections between outcomes and practice in terms of strategies and supports



Student/School Learning Objectives

Student/School Learning Objectives (SLO) are detailed, measurable (SMART) goals for student academic progress to be achieved in a specific period of time (typically an academic year), based on prior student learning data, and developed collaboratively by educators and their supervisors.

Determine Student Needs



- Review and Analyze Student Data
 - Uncover student strengths and identify areas where academic growth is needed
 - Identify populations of students where need is greatest

Set Student/School Learning Objectives





Key Characteristics of a Student/School Learning Objective (SLO)

- **Baseline Data and Rationale**
Why did you choose this objective and what sources of data did you examine?
- **Learning Content**
Which content standard(s) and/or skills does the objective address? (e.g., Common Core)
- **Population**
Which students are included in this objective?
- **Interval**
What timeframe is involved? (typically year-long)
- **Evidence Sources**
How will you measure the objective?
- **Targeted Growth/Attainment**
What is your goal for student growth/attainment?
- **Strategies/Instructional Practices**
What methods or interventions will you use to support this SLO? Identify related Domains and Components.
- **Support**
What instructional support or professional development is necessary to accomplish this SLO?

Professional Practice Goals (PPG)

Professional Practice Goals (PPG) are informed by previous evaluator feedback, on-going self-reflection, and the Self-Rating Form to annually focus on a specific area of professional growth. Ultimately, these goals will help teachers continually improve their instructional practice and positively impact student learning.

Determine Professional Growth Needs



- Self-assess practice using Teacher Self-Rating Form
 - Aligns with the domains and components of the Danielson's Framework for Teaching
- Reflection helps to focus educators on necessary strategies and supports
- Guides and informs Professional Practice Goals (PPG)



Set Professional Practice Goals



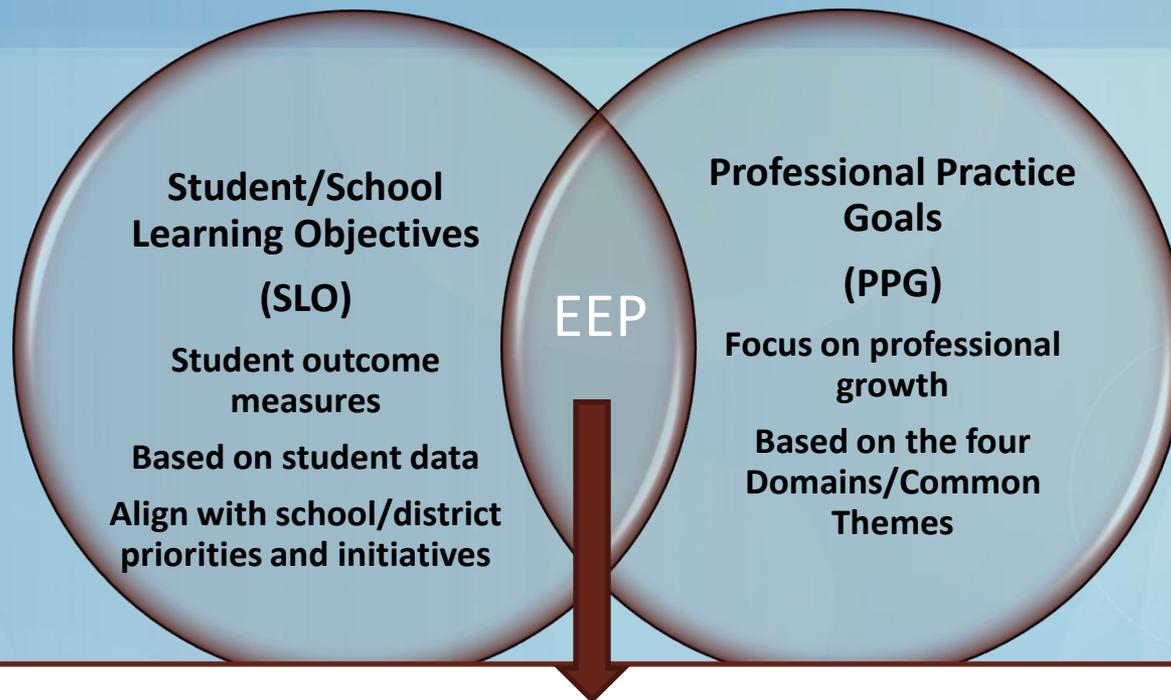


Collaborate





The Educator Effectiveness Plan



- Goals guided by the concepts of SMART goals
- Each type of goal guides, informs and supports the other
- Goals align and/or connect to CCSS, 21st Century Skills, and/or College and Career Readiness Skills
- Goals address endurance, transference and leverage in the classroom/school



S.M.A.R.T Goals

- Specific
Goal is focused on specific and key areas of need
- Measurable
An appropriate evidence source is identified
- Attainable
The goal is within the teacher's control
- Results-based
Progress toward the goal can be monitored
- Time-bound
There is a clear deadline for the goal



How SMART is this goal?

Teacher A- Second Grade

During this school year, my students will improve on word knowledge and decoding, and reading comprehension.

Aspect of Goal Statement	Yes or No? Recommendations for change
Specific	
Measureable	
Attainable	
Results-based	
Time-bound	

Reviewing Teacher A's SMART Goal

Aspect of the Goal Statement	Yes or No Recommendations?
Specific	No- the goal is very broad
Measurable	No- the goal does not state how it will be measured
Attainable	No- because there is no specific area identified or measurement tool, it is difficult to say if it is attainable
Results-based	No- what will be the indicator of student growth?
Time-bound	Yes- identified the current school year as the time interval



Revising Teacher A's Goal

By May, students who are below grade level in reading comprehension will increase their instructional reading level by 1.5 years as demonstrated by their Fountas and Pinnell Benchmark Assessment Level.

How SMART is this goal?

Teacher B- Middle School Physical Education

During the school year, all eighth grade physical education students will improve performance by 75% on each of the Fitness-Gram (Pacer test, curl-ups, trunk lift, push ups and the sit and reach)subtests.

Aspect of Goal Statement	Yes or No? Recommendations for change
Specific	
Measureable	
Attainable	
Results-based	
Time-bound	

Reviewing Teacher B's SMART Goal

Aspect of the Goal Statement	Yes or No Recommendations?
Specific	Yes-the population of students and the areas of physical fitness are identified
Measurable	Yes- through pre and post-test data in each subtest of the Fitness-Gram growth can be measured
Attainable	???- probably not, this seems like an unrealistic amount of growth to be made in one year's time
Results-based	Yes- it is focused on student growth on the Fitness-Gram
Time-bound	Yes- identified the current school year as the time interval



Revising Teacher B's Goal

During the school year, all eighth grade physical education students will improve their performance by 20% on each of the Fitness-Gram subtests.

How SMART is this goal?

Teacher C- High School Math

I will read a book about mathematical modeling in the high school mathematics classroom.

Aspect of Goal Statement	Yes or No? Recommendations for change
Specific	
Measureable	
Attainable	
Results-based	
Time-bound	

Reviewing Teacher C's SMART Goal

Aspect of the Goal Statement	Yes or No Recommendations?
Specific	Yes- focused on reading about modeling strategies in the mathematics classroom.- the scope is too limited, it does not talk about how it will be implemented in the classroom.
Measurable	No- the goal does not state how it will be measured
Attainable	Yes, but there is no greater impact beyond reading the book
Results-based	No- does not specify impact beyond reading the book
Time-bound	No- an interval is not specified



Revising Teacher C's Goal

I will read the book, Math Tools, Grades 3-12: 60+ Ways to Build Mathematical Practices, Differentiate Instruction, and Increase Student Engagement by Harvey F. Silver, John R. Brunsting, Terry Walsh and Edward J. Thomas, by October 30th, identify one new practice each month to implement in the classroom from November to May, and discuss implementation results at my monthly PLC meeting with my Algebra I teammates.

Teacher Case Study

Wes Consen is a 9th grade Global History teacher who is beginning the process of developing his EEP. Using his student data, self-reflection, and draft Student Learning Objective (SLO) and draft Professional Practice Goal (PPG) we are going to work at our tables to provide feedback and make recommended changes to strengthen his EEP.