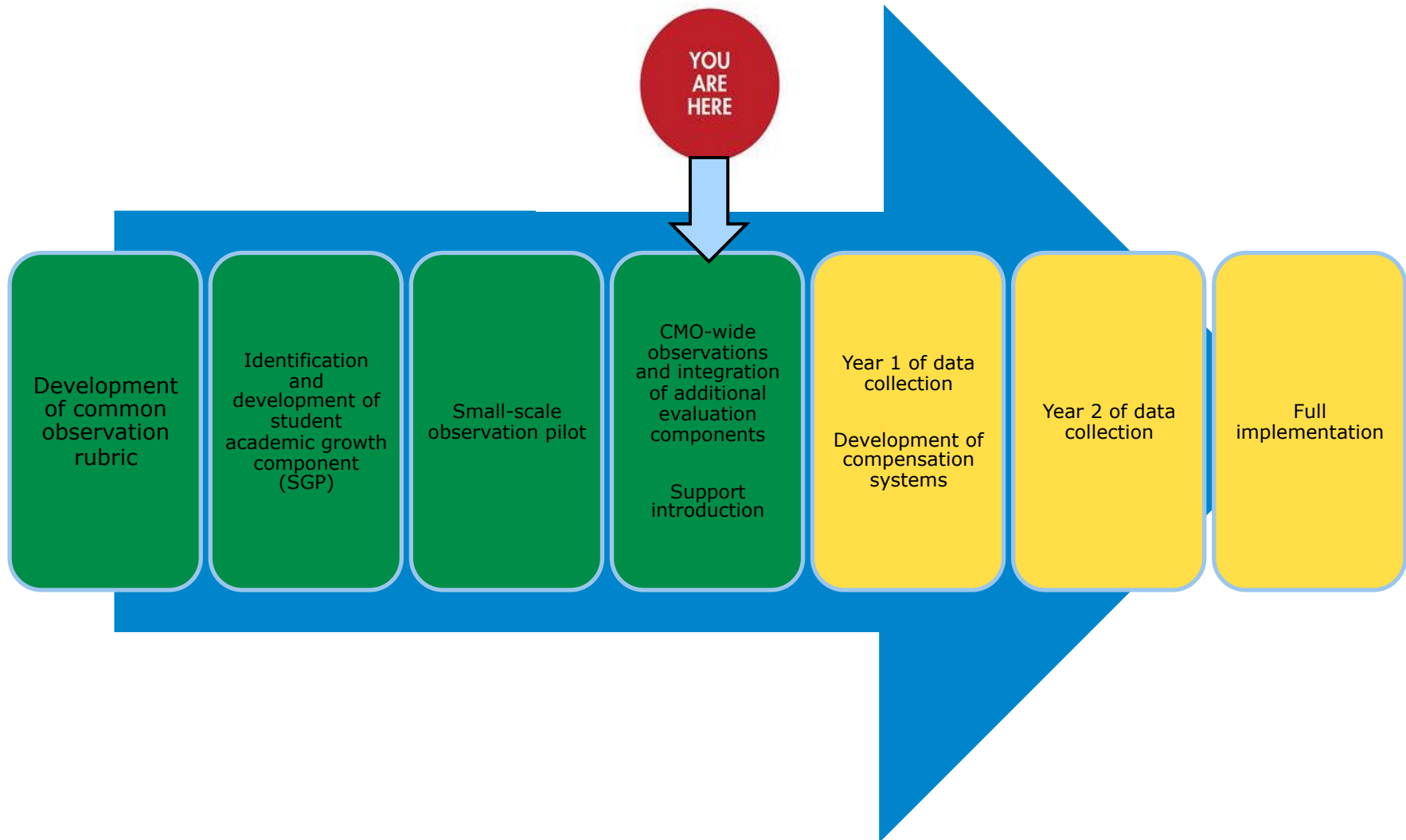


Key Teacher Development System Components

- Robust teacher evaluations that include multiple measures of effectiveness: classroom observations, student academic growth data, and parent, student and peer surveys
- Personalized teacher support delivered several ways
- Compensation linked to evaluations
- Teacher career paths that allow teachers to grow professionally while remaining in the classroom

TCRP Implementation





Teacher Effectiveness Framework

Domain	Description	# Standards	# Indicators
1	Data-Driven Planning and Assessment	5	10
2	Classroom Learning Environment	4	6
3	Instruction	4	11
4	Professional Responsibilities	4	11



Description of Observations

- Observer collects evidence through classroom observations and artifacts
 - Artifacts = lesson plan, assessments, student work
- Observer matches evidence to the Teacher Effectiveness Framework
- Classroom observation times vary:
 - Formal observations > 45 minutes
 - Unannounced observations > 10 minutes



Formal Observation Cycle

Stage 1

Lesson Plan

**Pre-
Observation
Conference**

Stage 2

**Classroom
Observation**

Stage 3

Reflection

**Post-
Observation
Conference**



Implementation Challenges

- How will administrators manage and schedule more comprehensive observations?
- What technology can be used to facilitate evidence collection?
- How will formal and unannounced observations be weighed in the overall effectiveness calculation?



Lesson Learned

- Provide introductory training to teachers on the process
- Plan collaboration time for all to develop a common understanding of the Framework
- Administrator training should emphasize the connection between observations and school improvement
- Provide technology and planning tools for streamlining the observation process

We'll discuss today...

- How we **trained** our administrators for a new observation process
 - Mechanics of the observation process
 - Figuring out what the rubric actually says
- How we **certified** our administrators in the College-ready teaching framework.
 - Ensure observer Accuracy
 - Improve inter-rater reliability

Refreshingly, our practices were largely validated by the recent update to the MET study by the BMGF.

How did we train & certify our Administrators?

- Intensive training over the summer, prior to the school-year starting with a two-fold focus
 - **Introduce** and **practice** using the CRTF.
 - **Teach** and **practice** the mechanics of the observation process.


Specifically we taught:

- **Gathering Evidence**
 - Evidence from videos of teaching is scripted
 - Emphasis on evidence (what is seen and heard) vs. interpretation
 - Evidence from written artifacts is gathered.

4-day summer
training



2011-2012 – Full Pilot – all Schools, all teachers



Specifically, we taught these skills

- Aligning that evidence with indicators on the CRTF

– Ex:

Indicator from Rubric

2.4
Use smooth and efficient transitions, routines, and procedures to maintain instructional momentum
A) Routines, procedures and transitions

- Students raise hands
- Students have notebooks and pencils
- Students take out HW for teacher to see
- Teacher stamps homework
- Students engaged in warm-up (journaling) and transitioned to Teacher led activity in less than 2 minutes.
- Teacher explained that students would work with table partners, gave timeframes
- While students completed the warm up (listing characters), teacher said: I'll come around and check you. You'll probably have 2 more minutes... 30 seconds
- We're going to spend about 30 minutes working on the spider diagram and paragraph.
- Teacher uses both volunteerism (hands) and cold calling to have students participate. Students respond to both
- Students have books in paired activity and refer to TotS for textual evidence w/o teacher prompting
- Teacher indicates she will give students 20-30 minutes to work in pairs. During pairs work, T says, "you have four minutes left."
- While students worked in pairs, teacher said: We're running out of time. See as much as you can get done in 3 minutes.

This is evidence collected during observation

Specifically, we taught these skills

- Scoring the evidence gathered for each indicator

<p>2.4 Use smooth and efficient transitions, routines, and procedures to maintain instructional momentum</p> <p>A) Routines, procedures and transitions</p>	<ul style="list-style-type: none"> • Students raise hands • Students have notebooks and pencils • Students take out HW for teacher to see • Teacher stamps homework • Students engaged in warm-up (journaling) and transitioned to Teacher led activity in less than 2 minutes. • Teacher explained that students would work with table partners, gave timeframes • While students completed the warm up (listing characters), teacher said: I'll come around and check you. You'll probably have 2 more minutes... 30 seconds • We're going to spend about 30 minutes working on the spider diagram and paragraph. • Teacher uses both volunteerism (hands) and cold calling to have students participate. Students respond to both • Students have books in paired activity and refer to TotS for textual evidence w/o teacher prompting • T indicates she will give students 20-30 minutes to work in pairs. During pairs work, T signals, "you have four minutes left." • While students worked in pairs, teacher said: We're running out of time. See as much as you can get done in 3 minutes. 	<p>A) Routines: Score 3</p> <p>Rationale: The routines and procedures that we see are smooth and little loss of instructional time is observed. Students appear to understand the expectations for being prepared and for how the classroom is run. The teacher monitors the time and alerts students to time limits.</p>
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Domain 2: The Classroom Learning Environment

Standard	Indicators	Does Not Meet Standard	Partially Meets Standard	Meets Standard	Exemplifies Standard
		Level I	Level II	Level III	Level IV
2.4 Use smooth and efficient transitions, routines, and procedures	A) Routines, procedures, and transitions	The teacher has not established or does not enforce routines and procedures, resulting in chaotic transitions and/or loss of learning time.	The teacher has established some routines and procedures, however some routines are missing and/or inconsistent implementation of routines results in some loss of instructional time.	The teacher has established and enforces routines and procedures; transitions result in little loss of instructional time.	All of level 3 and... Routines and procedures operate seamlessly and efficiently; transitions result in no loss of instructional time.

Specifically, we taught these skills

- **Norming scores across administrators**
 - **In small groups, administrators discussed and argued for their ratings.**
 - **Always using evidence as the foundation of their discussion.**
- **We held practice sessions each day for our administrators to go through these steps prior to the certification assessment.**



Certification followed the training

Evidence Collection

- Gathering from artifacts (Lesson Plans, pre-/post-conference reflections).
- Scripting from video of teaching.

Evidence Alignment

- Grouping evidence from each indicator.

Evidence Rating

- Assigning a rating to each indicator.

What's required to become certified?

		Certification Scoring Rubric		
Criteria		Level 1-Supports needed	Level 2-Inconsistent	Level 3-Solid
Evidence		Evidence is scant in 8 or more indicators. Evidence reflects observer bias in 8 or more indicators.	Evidence is lacking for 4 – 7 indicators. 4 - 7 facts are mixed with opinions and/or judgments.	Sufficient evidence is recorded for each indicator with 3 or less indicators lacking evidence. Evidence contains 3 or less statements that include bias. Evidence includes specific numbers and/or time references.
Alignment		Evidence is misaligned to the criteria with 8 or more indicators with misaligned evidence.	Evidence is only partially aligned to the criteria with 4-7 indicators with misaligned evidence.	Evidence is aligned to the criteria with 3 or less indicators containing misaligned evidence.
Accuracy	Percent Correct	The evidence is insufficient to determine a level of performance and/or the evidence does not support an accurate level of performance for each indicator. (<50% agreement)	Some of the evidence supports an accurate level of performance for each indicator. (50-69.4% agreement)	70% or above of the evidence supports an accurate level of performance for each indicator.
	Average Score Differential	Score is greater than ± 0.38 of TLS score.	Difference between average score is greater than ± 0.225 of TLS score, but less than ± 0.375 .	Difference between average score is less than ± 0.225

How good is good enough?

Green Dot Observer Certification Policy

Certification Status	Categories of Certification	Supports
C=Certified		Move to or
CCH=Conditionally Certified		Key
CCL=Conditionally Certified		Coaching
	below)	<ul style="list-style-type: none"> Must take next offered certification assessment Must be Certified by one year
NYC=Not Yet Certified	Any 1 in any category	<ul style="list-style-type: none"> Cannot conduct observations Must take next offered certification assessment Must be CCH by one year Intensive one-on-one coaching from Ed Team Differentiated workshops

In Green Dot, we decided that **Conditionally Certified High** was good enough to do evaluations, but the administrator still must receive coaching and certify.

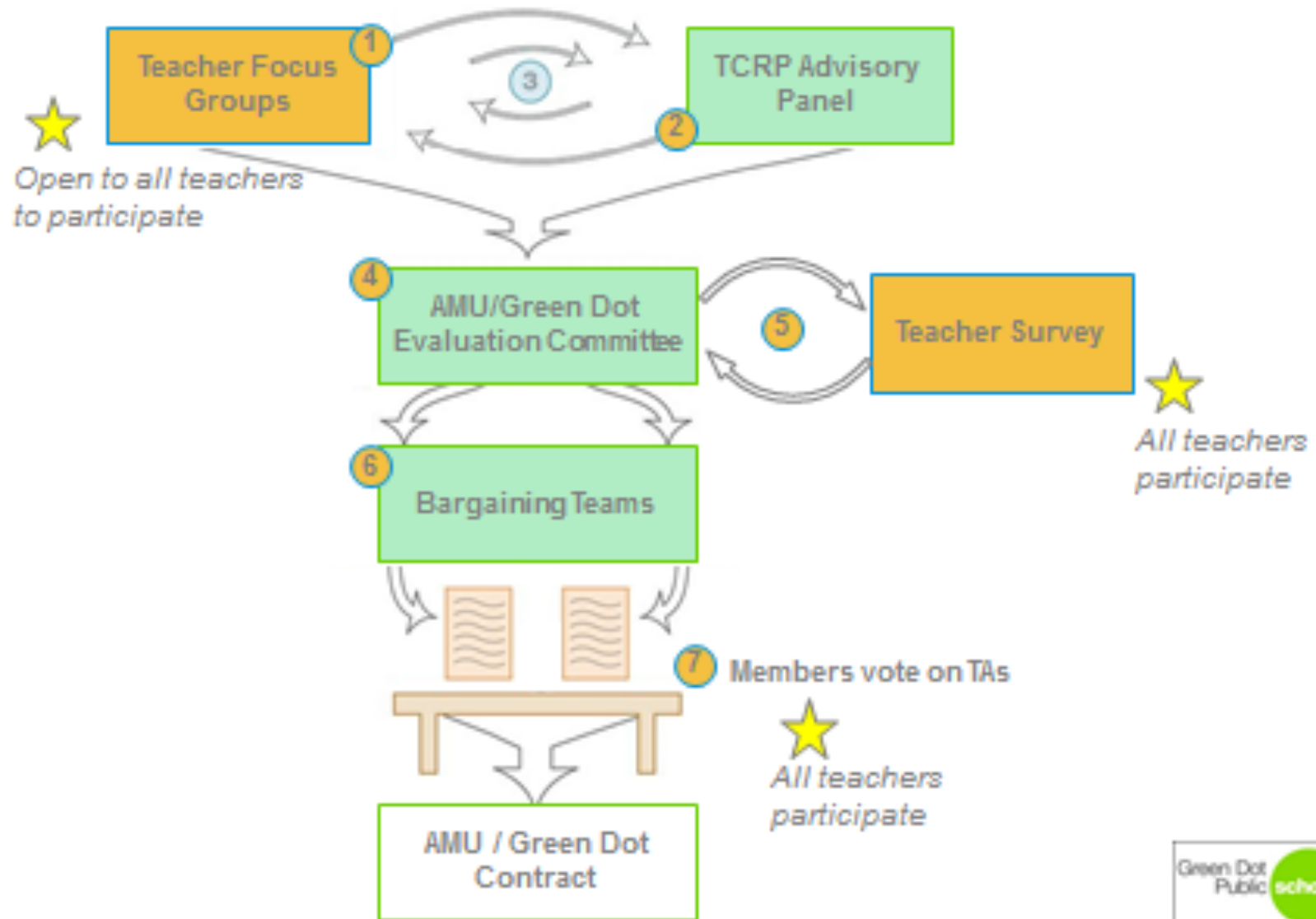
This was a sustainability decision which probably won't need to happen again.

What did we learn?

- This work is hard, mostly because it's new and different.
 - Slow and steady wins the race because it allows you to approach your change thoughtfully.
 - Don't underestimate the amount of time and support you should provide to your administrators to practice and master these skills.
 - Remember that teachers are impacted too - Govern your change with many stakeholder groups. We govern ours like this...



Green Dot's Governance Structure



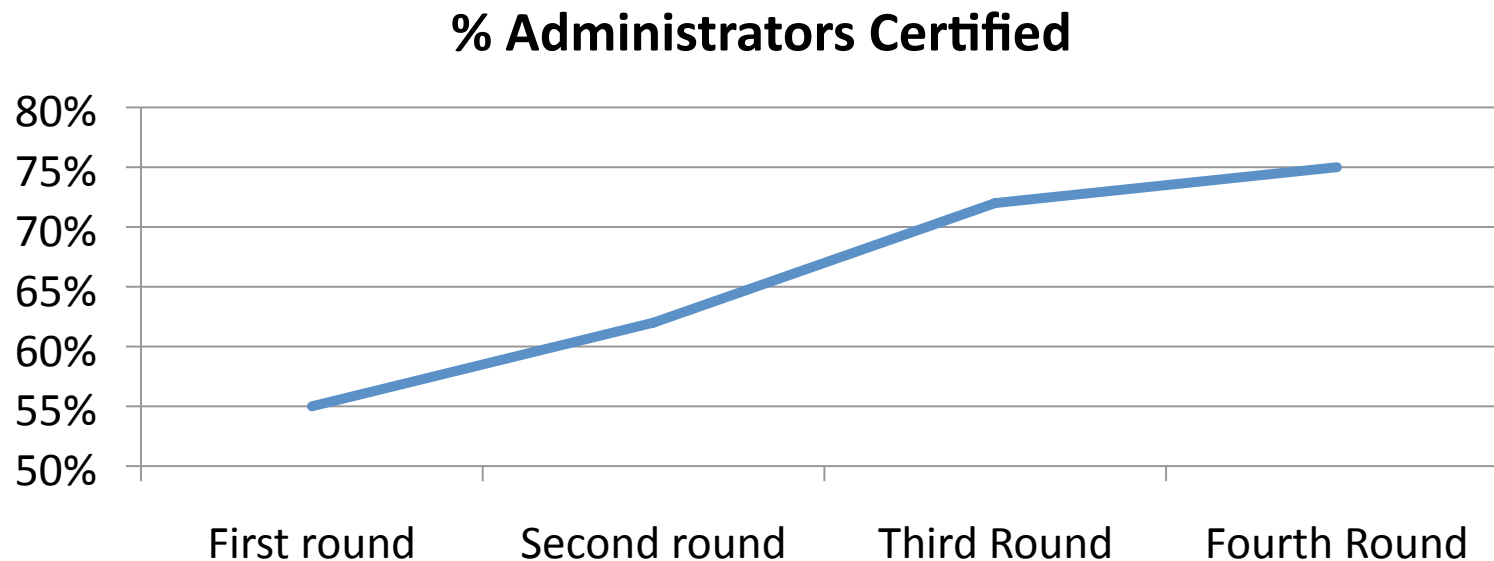
What did we learn?

- **Admin need personalized support in becoming certified.**
 - Use district leaders to provide individual coaching to administrators who are struggling.
 - Utilize the data you gathered during his/her certification in order to identify the specific supports that are needed.
 - Rating?
 - Evidence collection?
 - Evidence alignment?

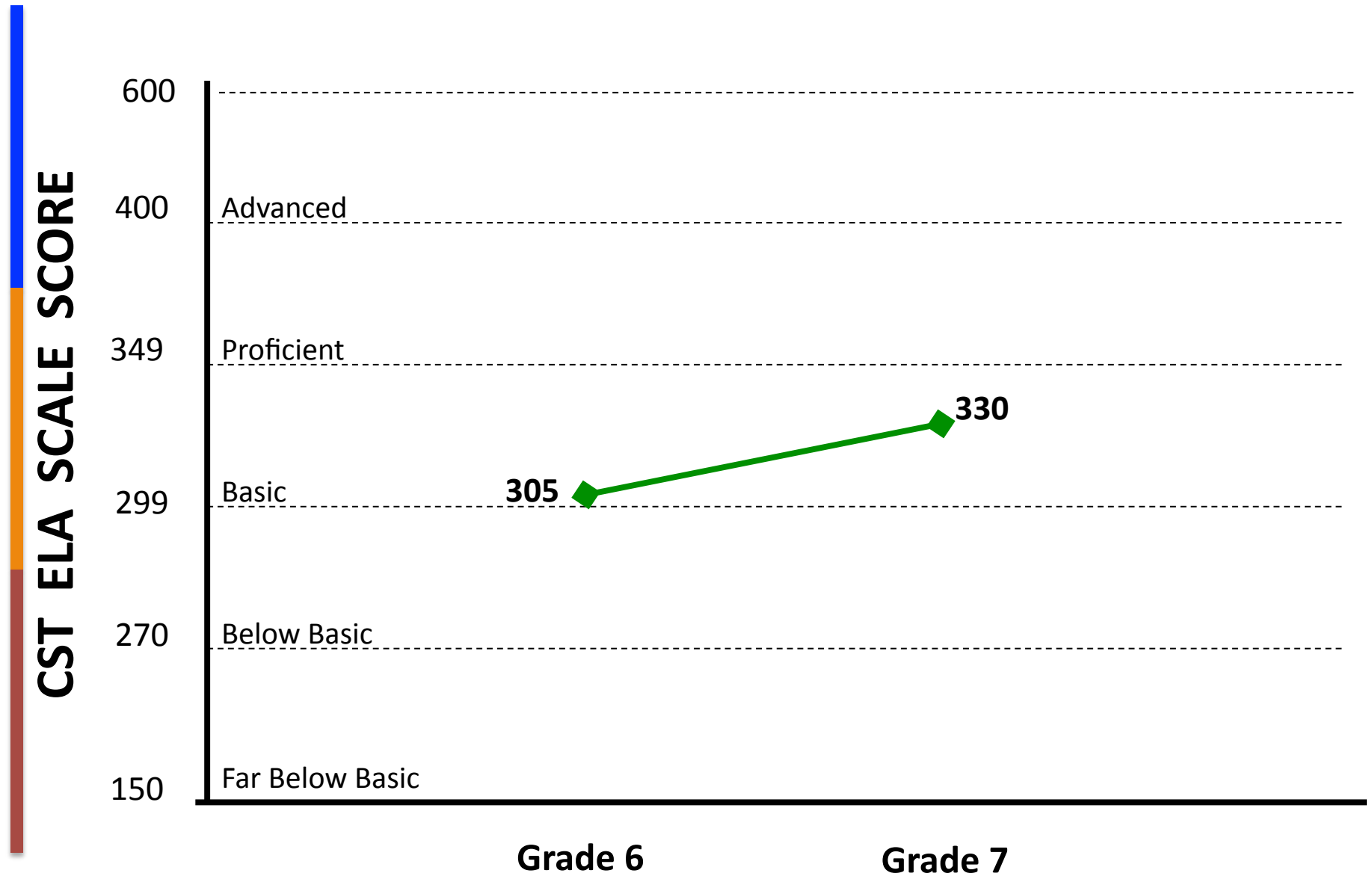


What did we learn?

- **Opportunities to practice helped to improve results.**
 - We needed to offer several certification opportunities throughout the first semester, and fewer are planned this semester.



Achievement + Growth



Why student data for teacher development?

- Maximize progress toward college readiness
- Teacher effectiveness varies
- Guide professional development



Growth models



Growth to Standard

How much did students grow toward proficiency?

Value-added Models (VAM)

Did the teaching cause growth statistically above, at, or below expectation?

Student Growth Percentile (SGP)

How much did students grow compared to similar students?

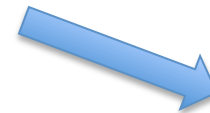
Common Growth to Standard methods

- CST: year-to-year changes in performance level
- Benchmark exams: pre- to post-
- Performance assessments: rubric or jury

assess



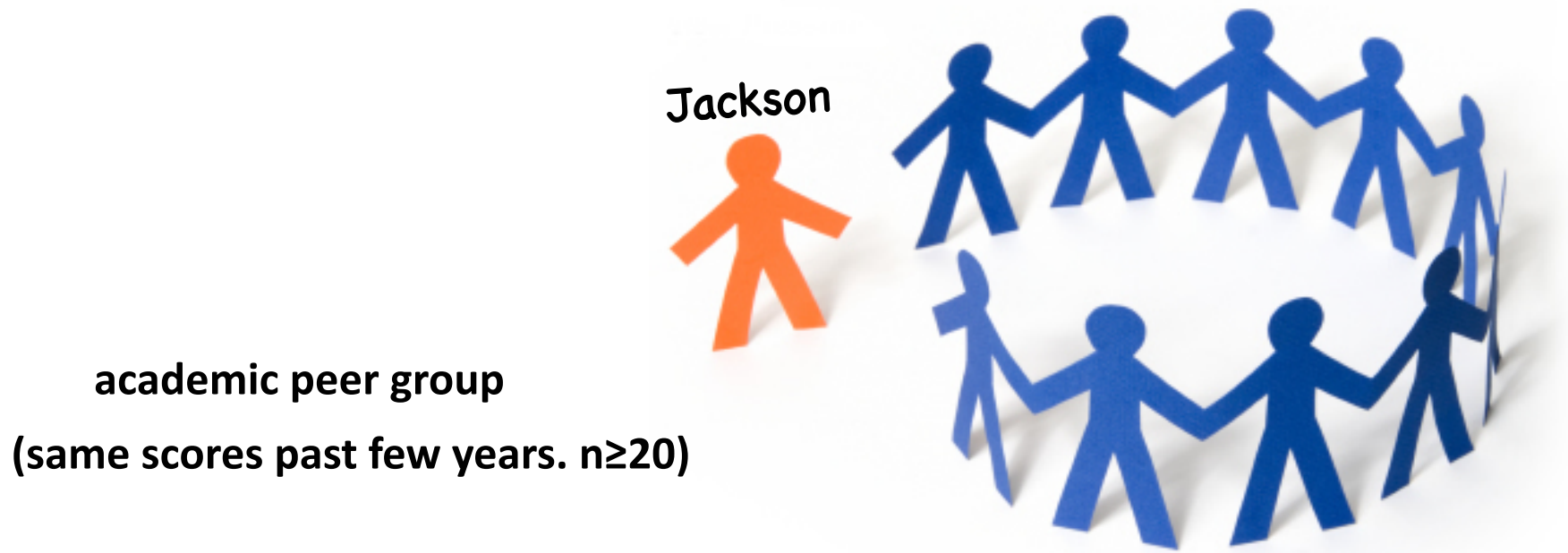
set growth
goals



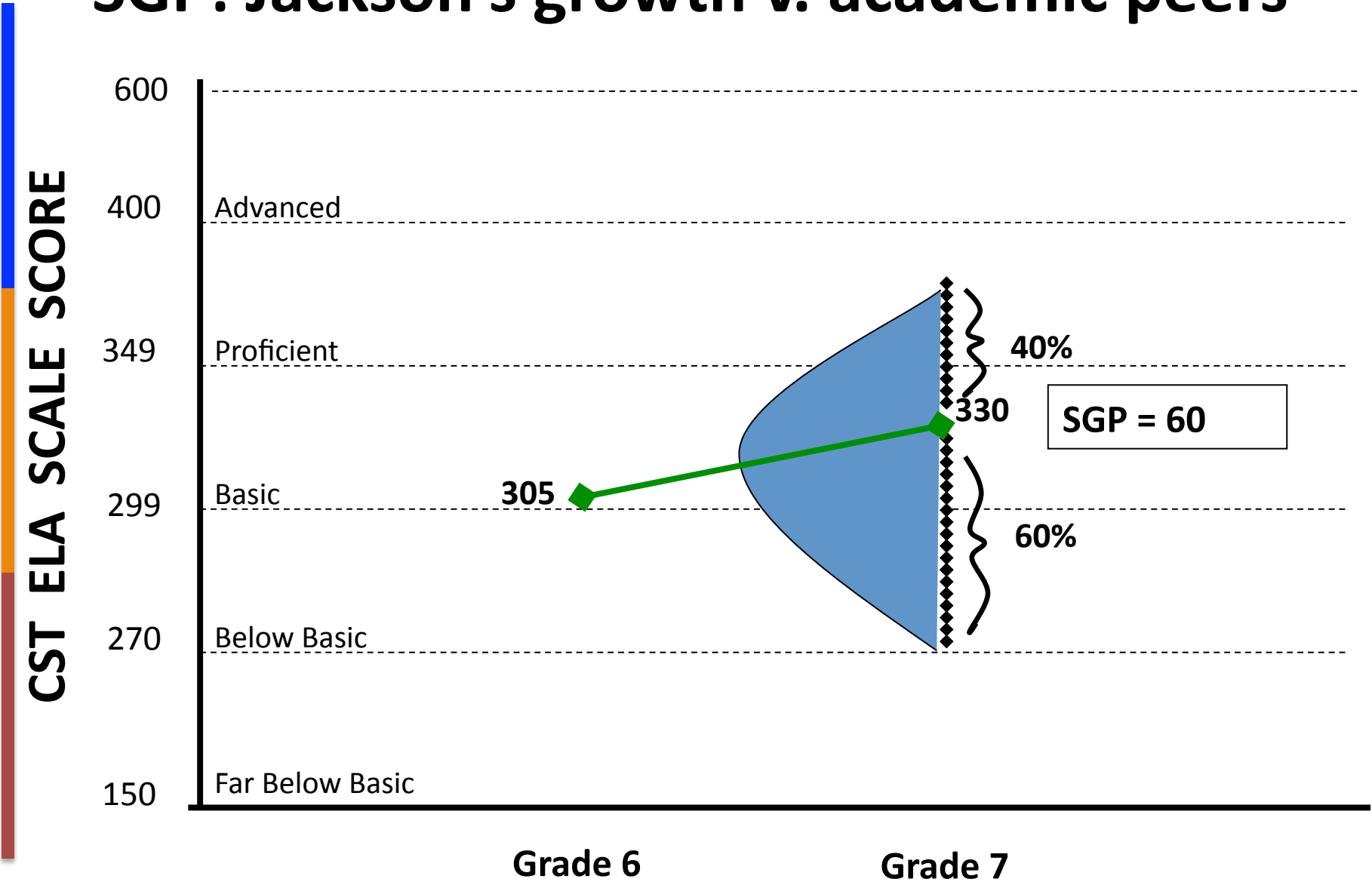
re-assess

Student Growth Percentile (SGP)


- What is? How much growth did a child make in one year?
- What could be? How much growth have other students made with the same score history?
- What should be? How much growth is enough to reach proficient (or advanced)?



SGP: Jackson's growth v. academic peers

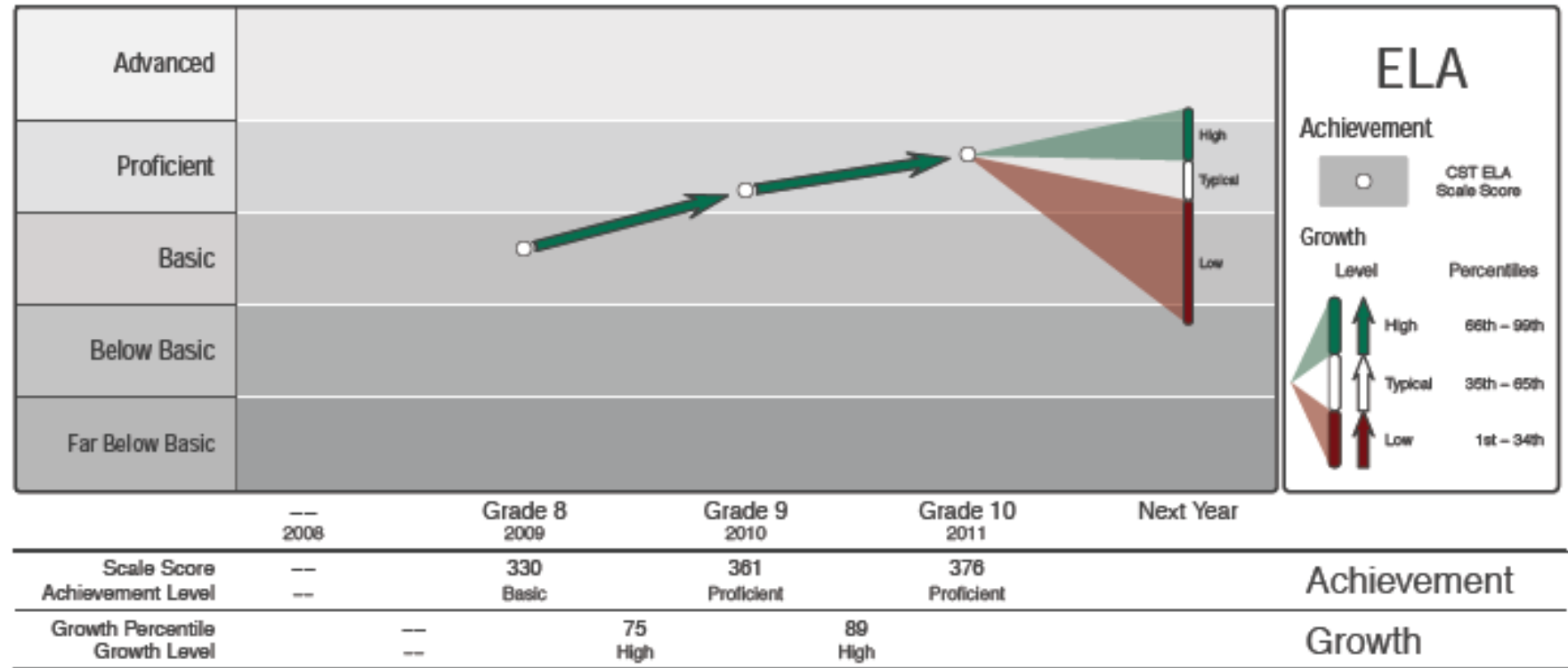


SGP: Jackson's growth v. academic peers



Last name	SGP
Hernandez	95
Bing	93
Johnson	85
Harrison	75
Morales	74
Portis	70
Jackson	60
Wang	58
Lund	53
Hershberg	46
James	43
Andres	21
Sims	19

SGP: Sample student report






ELA

Achievement

 CST ELA Scale Score

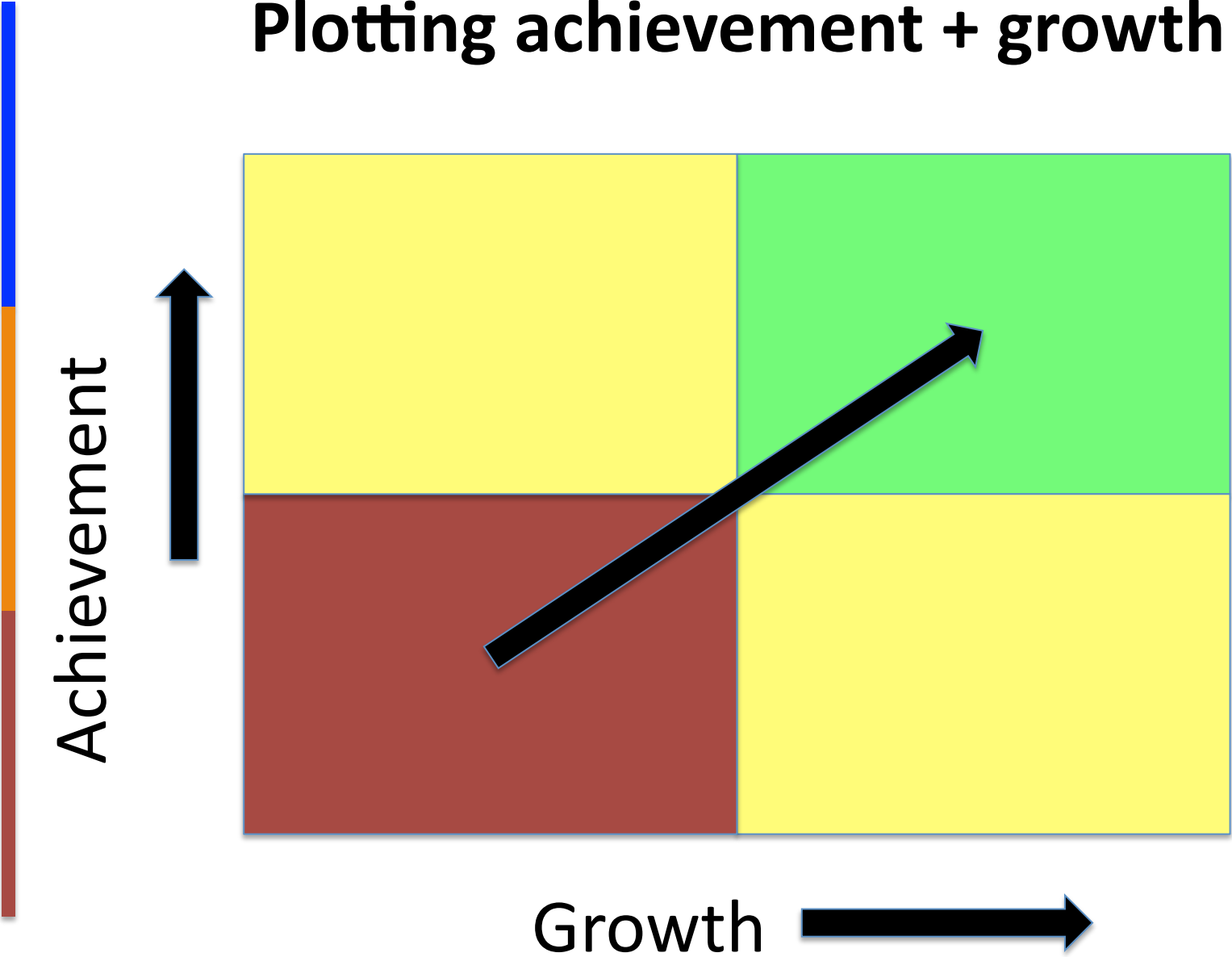
Growth

Level	Percentiles
 High	66th - 99th
 Typical	36th - 65th
 Low	1st - 34th

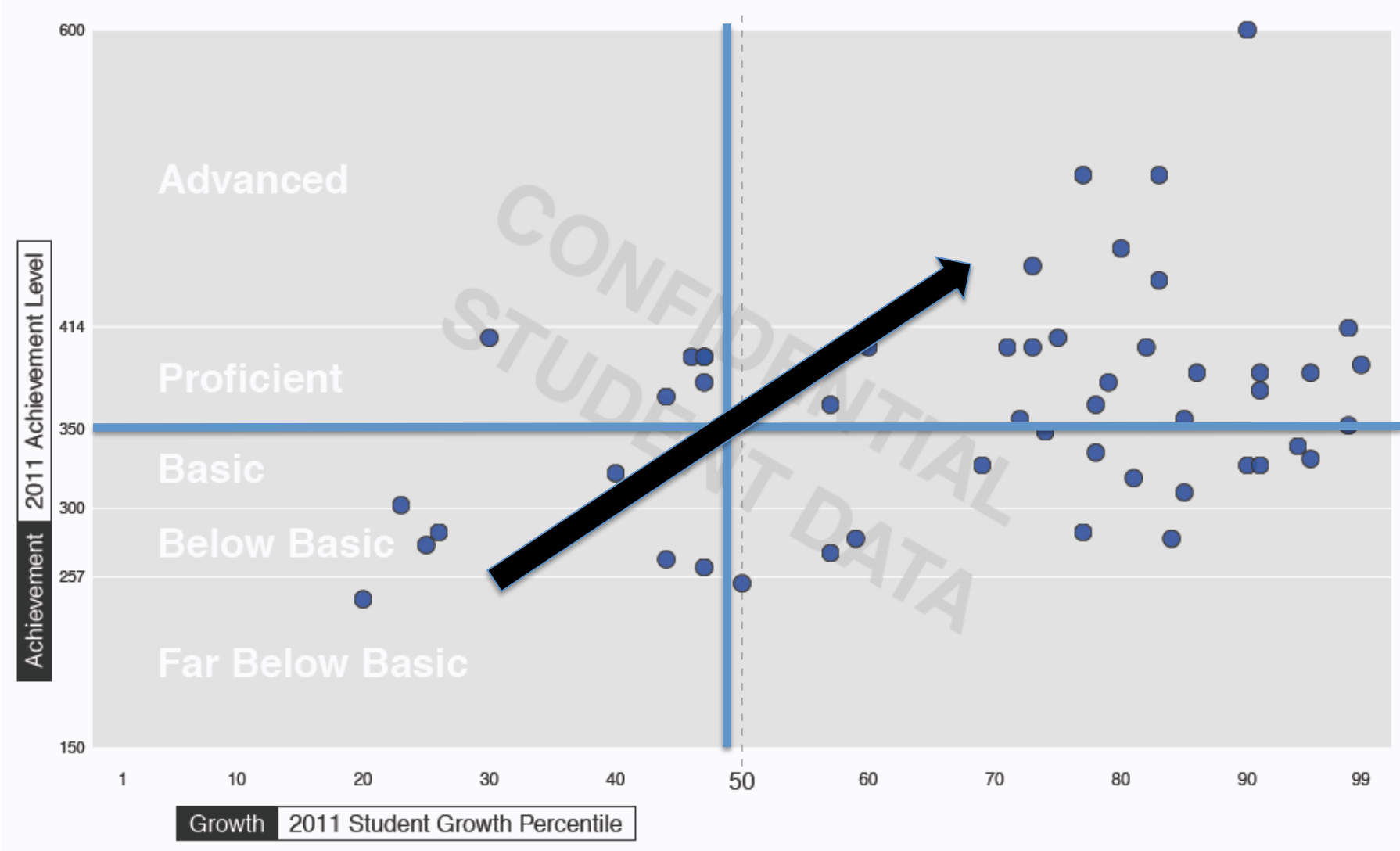
Achievement

Growth

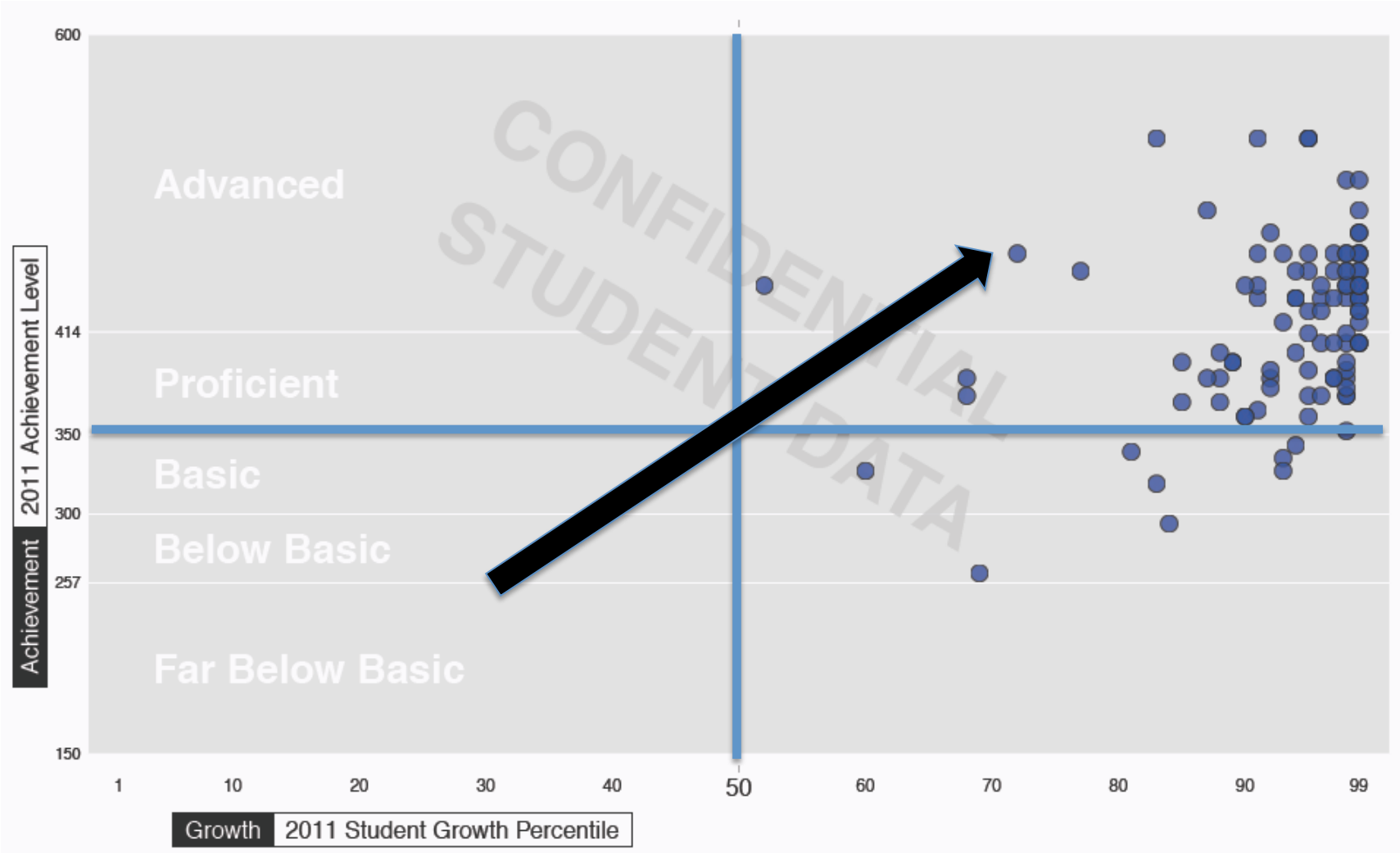
Plotting achievement + growth



SGP: Sample A teacher report



SGP: Sample B teacher report



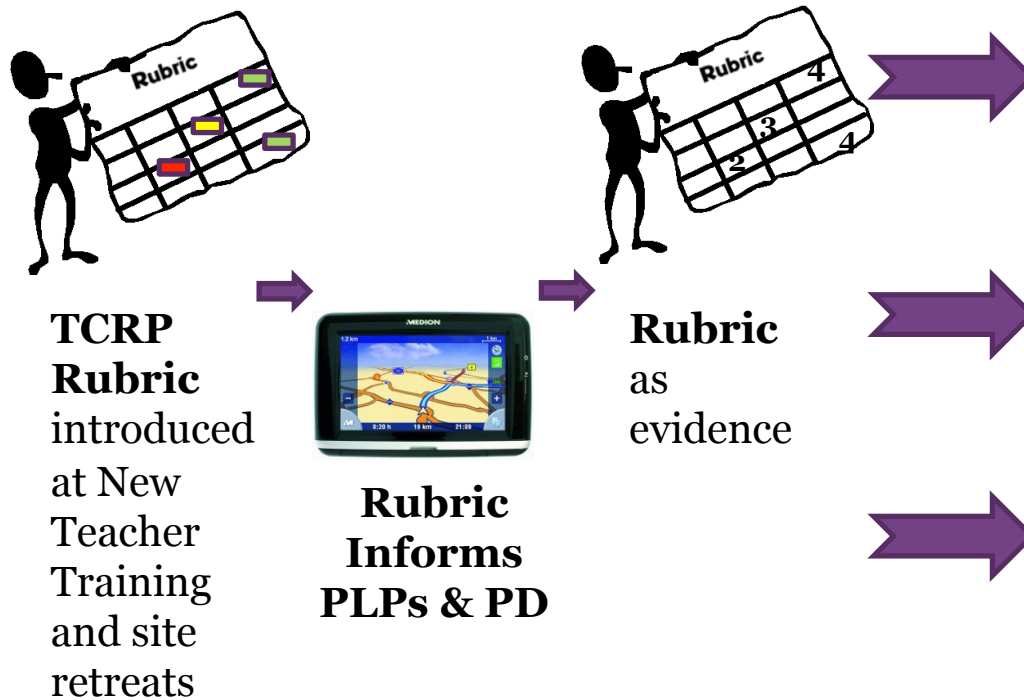
Student Achievement Data

Common Questions:

- CSTs?
- Student demographics?

- Select the best growth model for your school/organization
- Guide excellent teaching & learning

Formal observations will inform professional development



- **Individual Teacher PD**
 - Annotated videos (Lemov)
 - Templates, planning docs, worksheets from Aspire Colleagues
 - Annotated research articles
 - Links to 3rd party PD opportunities
- **School site PD**
 - School-wide indicator focus
 - Teacher Requested indicator focus
 - Principal/Lead recommended focus
- **Coach provided PD**
 - Constantly discovering and developing new resources based on teacher/school/organization need.
 - One on one support based on teacher's goals
- **Organizational PD**
 - Summer Training
 - Follow Up Training
 - "Julie's Calendar"

Individual Teacher Customized Professional Development

- Annotated classroom videos (Aspire & Lemov)
- Templates, planning docs, worksheets from Aspire

Coaches & Teacher Colleagues

- Teacher “social networking” capabilities
- Annotated research articles
- Links to 3rd party PD opportunities
- Links to online resources



The Purple Planet!

School Site Professional Development

- School site Professional Development Calendar
- Informed **Informal Observations**
 - School-wide indicator focus supported by school site PD
 - Teacher Requested indicator focus
 - Principal/Lead recommended focus
- Content Team or Grade Level Focus

Instructional Coach Professional Development

- One on one support based on teacher's goals
- Induction or BTSA Program incorporates rubric focused support
- Instructional Coaches are constantly discovering, developing and uploading new resources to the *Purple Planet*

Aspire-wide Professional Development

- New Teacher Training
- Follow Up Trainings throughout the year
- “Julie’s Calendar”
- Leadership Retreats