Lead Evaluator Training

2012-2013 Ongoing Training

Day 4

OCMBOCES

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INSTRUCTIONAL SUPPORT

Agenda

- Growth and Value-Added Update
- 21st Century Readiness and APPR
- Evidence Collection
- Inter-rater agreement and reliability
- Growth-Producing Feedback
- Comparing scaled scores
- Teacher Improvement Plans
- NEXT Year's Plans

Lead Evaluator Training

- New York State Teaching Standards and Leadership Standards
- Evidence-based observation
- Application and use of Student Growth Percentile and VA Growth Model data
- Application and use of the State-approved teacher or principal rubrics
- Application and use of any assessment tools used to evaluate teachers and principals
- Application and use of State-approved locally selected measures of student achievement
- Use of the Statewide Instructional Reporting System
- Scoring methodology used to evaluate teachers and principals
- Specific considerations in evaluating teachers and principals of ELLs and students with disabilities

Lead Evaluator Training

- From the Review Room: “Describe the process by which evaluators will be trained and the process for how the district will certify and re-certify lead evaluators. Describe the process for ensuring inter-rater reliability. Describe the duration and nature of such training.”

Lead Evaluator Training

- Continue to collect evidence
- Use collected evidence to rate teachers on a rubric (with feedback)
- Manage the new system
- Employ growth-producing feedback to increase the quality of teaching
- Implement the Reform Agenda (RTTT)

Leadership for Readiness

What Boards Do	What Superintendents Do	What Principals Do

• Educate the community on readiness and the changes needed
• Adopt policies that support the focus on college and career readiness
• Budget based on values and expectations of the community
• Protect human capital investments through professional development
• Evaluate the superintendent based on multiple measures, including student achievement, teacher & leader effectiveness
• Focus discussion at Board meetings on student achievement, teaching and learning
• Be knowledgeable about the Reform Agenda
	• Build principals' capacity and hold them accountable for implementing:
	  • **Standards**
	  • **Data-Driven Instruction**
	  • **Evidence Based Observation**
	• Foster the use of district-wide, common interim assessments
	• Expect principals to be involved in the data-driven instruction process with teachers
	• Implement effective & aligned professional development at all levels of the district
	• Demand and protect principal time in classrooms
		• Build teacher understanding around the Shifts in Instruction demanded by adoption of the Common Core
		• Protect teacher time to plan Standards-based units
		• Have a laser-like focus on teaching and learning and build a culture of reflection and continuous improvement
		• Spend as much time as possible in classrooms
		• Engage in growth-producing conversations with teachers; build teacher capacity & hold them accountable
		• Foster systems for test-in-hand analysis of interim assessment data

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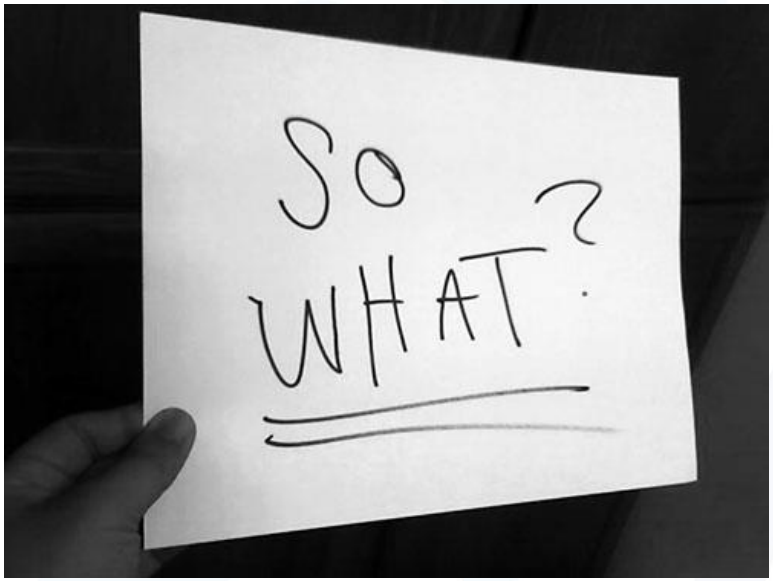
WHAT DO YOU THINK?


So
WHAT?

Value-Added Update

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Value-Added, or Not?

- No Board of Regents agenda item yet
- *beta* for high school principal VAM completed
- Guidance does say that HS principals use SLO if no VAM(2B7)
- ???

Mini-lesson:
21st Century Skills

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CNY21
21st Century Skills for the Future!
What? Why? How? Join the Conversation!

21C Scavenger Hunt

In the document provided at your table, look through it and highlight any references to

- 21st Century Skills
- Communication
- Collaboration
- Critical Thinking
- Creativity and Problem Solving

NYS Teaching Standards III.5

Teachers engage students in the development of multidisciplinary skills, such as communication, collaboration, critical thinking, and use of technology.

A. Students synthesize and express ideas both in written and oral formats.
B. Students work effectively with others, including those from diverse groups and with opposing points of view.
C. Students make decisions, solve problems, and take actions as appropriate.
D. Students solve problems and/or acquire new knowledge through creative and innovative approaches to learning.
E. Students utilize technologies and resources to solve real world problems.

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THESE ARE THE 4 CS!

21C Resources

INSTRUCTIONAL SUPPORT

OCM BOCES Instructional Support

21st Century Skills (in Race To The Top)

21st Century Skills is one of the three priorities of the New York State Teaching Standards (cognitive engagement, constructivism, and 21st Century Skills).

General Resources about 21st Century Skills

- Framework for 21st Century Learning (from P21)
- Seven Steps to Becoming a 21st Century School (from EdLeader21)
- P21 Common Core Toolkit
- Critical Skills: the 4Cs (from the AMA)
- OCM BOCES 4Cs resources
- OCM BOCES 6 Steps to Implement 21st Century Skills (resources)
- Project-Based Learning is where 21st Century Skills change the classroom

Good Resources to Start With

- Slides that explain what 21st Century Skills are
- Three Questions activity
- OCM BOCES Building Awareness resources
- Six Steps for Implementing 21st Century Skills article

Skills Maps connect the relevant Standards with 21st Century Skills

- 21C Skills Map for mathematics (joint project between P21 and NCTM)
- 21C Skills Map for ELA (joint project between P21 and NCTE)
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- 21C Skills Map for the arts (joint project between various arts educator professional organizations)
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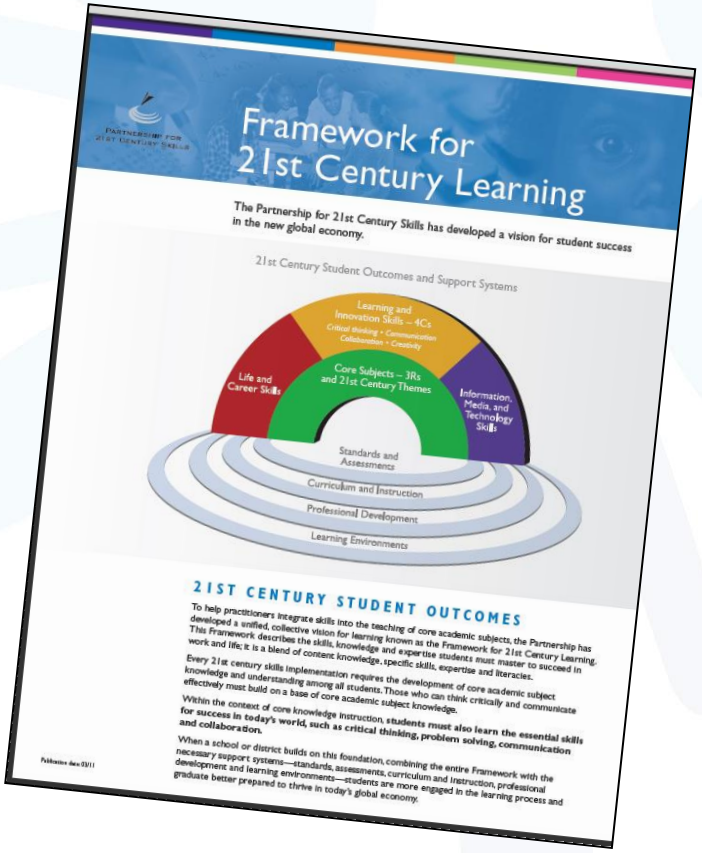

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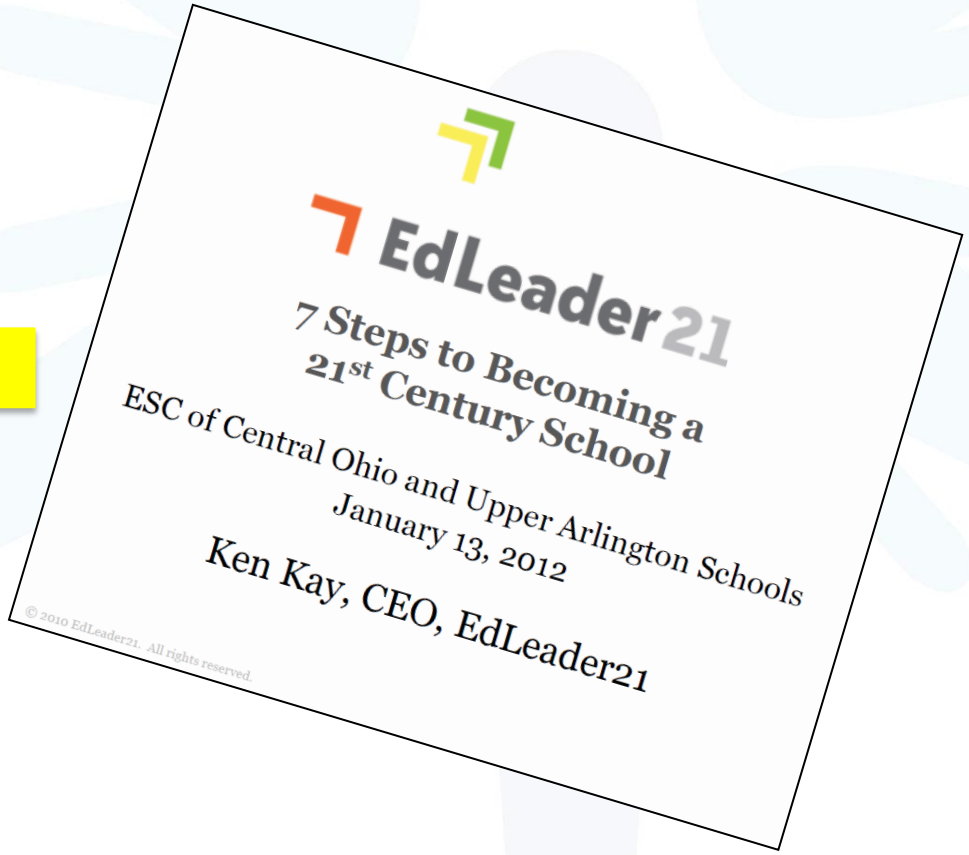

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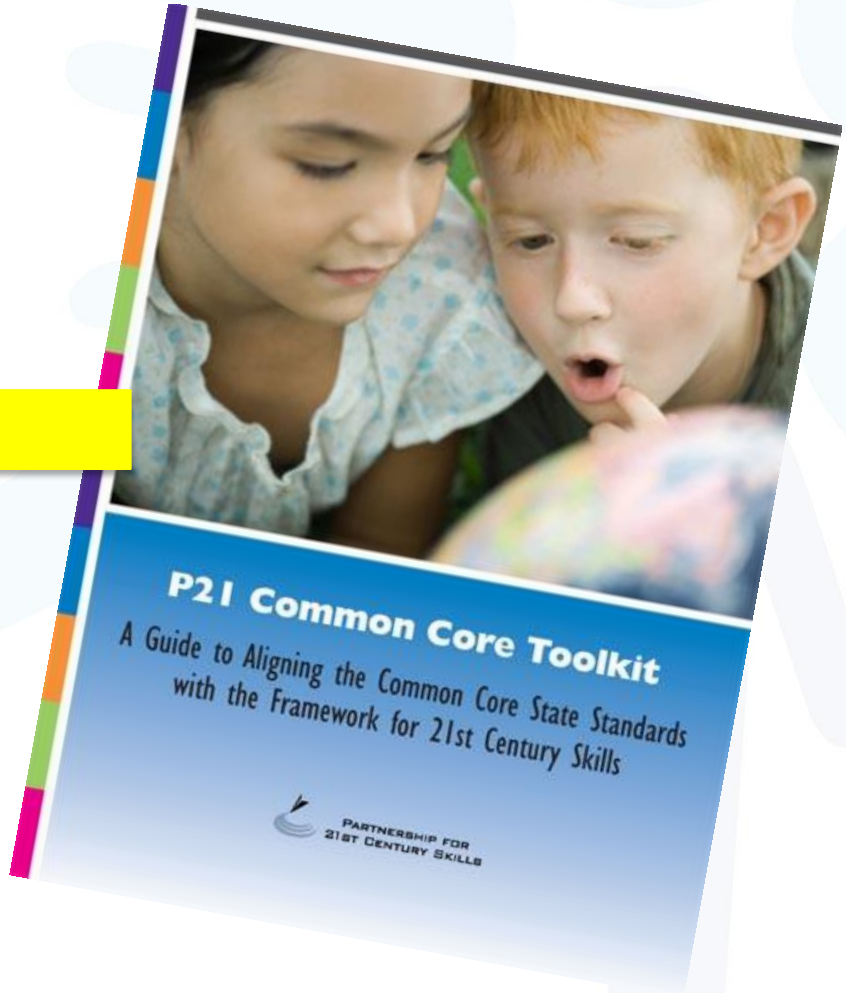

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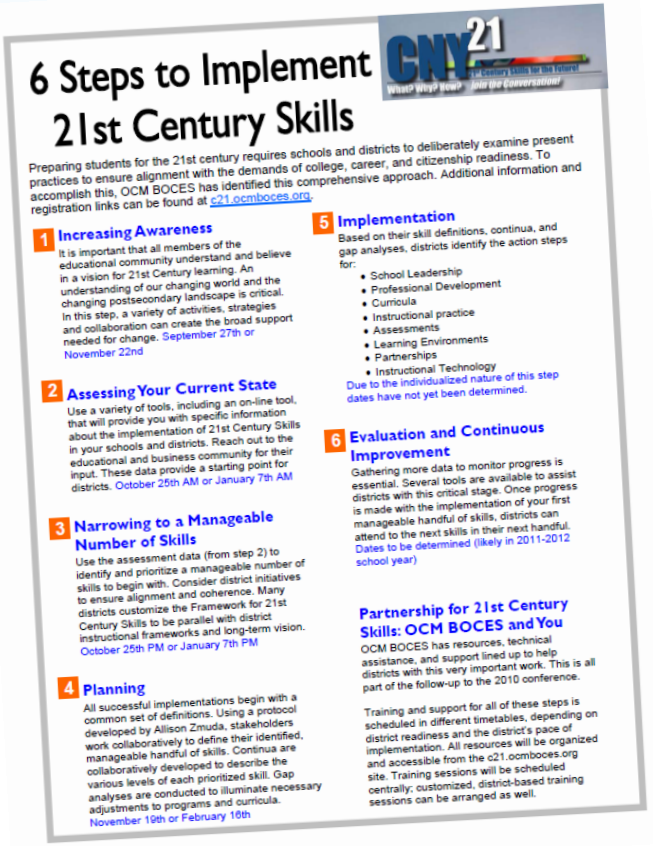

6 Steps to Implement 21st Century Skills

CNY21

Preparing students for the 21st century requires schools and districts to deliberately examine present practices to ensure alignment with the demands of college, career, and citizenship readiness. To accomplish this, OCM BOCES has identified this comprehensive approach. Additional information and registration links can be found at c21.ocmboces.org.

1 Increasing Awareness
It is important that all members of the educational community understand and believe in a vision for 21st Century learning. An understanding of our changing world and the changing postsecondary landscape is critical. In this step, a variety of activities, strategies and collaboration can create the broad support needed for change. September 27th or November 22nd

2 Assessing Your Current State
Use a variety of tools, including an on-line tool, that will provide you with specific information about the implementation of 21st Century Skills in your schools and districts. Reach out to the educational and business community for their input. These data provide a starting point for districts. October 25th AM or January 7th AM

3 Narrowing to a Manageable Number of Skills
Use the assessment data (from step 2) to identify and prioritize a manageable number of skills to begin with. Consider district initiatives to ensure alignment and coherence. Many districts customize the Framework for 21st Century Skills to be parallel with district instructional frameworks and long-term vision. October 25th PM or January 7th PM

4 Planning
All successful implementations begin with a common set of definitions. Using a protocol developed by Allison Zmuda, stakeholders work collaboratively to define their identified, manageable handful of skills. Continua are collaboratively developed to describe the various levels of each prioritized skill. Gap analyses are conducted to illuminate necessary adjustments to programs and curricula. November 19th or February 16th

5 Implementation
Based on their skill definitions, continua, and gap analyses, districts identify the action steps for:

- School Leadership
- Professional Development
- Curricula
- Instructional practice
- Assessments
- Learning Environments
- Partnerships
- Instructional Technology

Due to the individualized nature of this step dates have not yet been determined.

6 Evaluation and Continuous Improvement
Gathering more data to monitor progress is essential. Several tools are available to assist districts with this critical stage. Once progress is made with the implementation of your first manageable handful of skills, districts can attend to the next skills in their next handful. Dates to be determined (likely in 2011-2012 school year)

Partnership for 21st Century Skills: OCM BOCES and You
OCM BOCES has resources, technical assistance, and support lined up to help districts with this very important work. This is all part of the follow-up to the 2010 conference.

Training and support for all of these steps is scheduled in different timetables, depending on district readiness and the district's pace of implementation. All resources will be organized and accessible from the c21.ocmboces.org site. Training sessions will be scheduled centrally; customized, district-based training sessions can be arranged as well.

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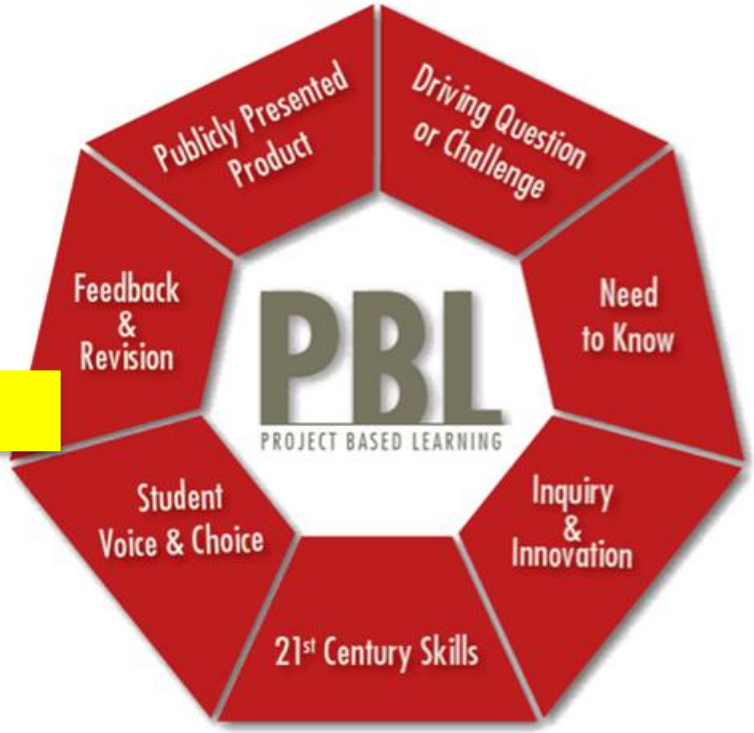

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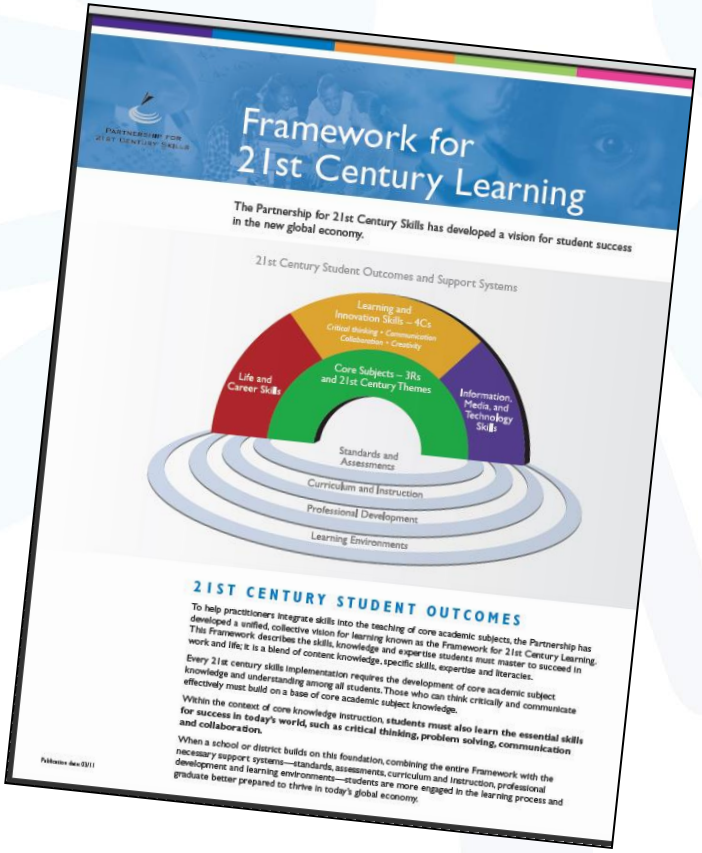

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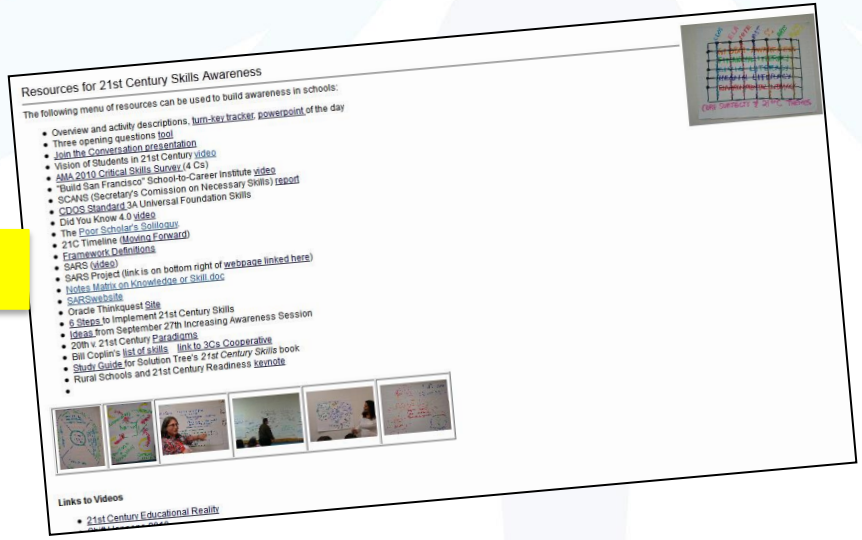

Resources for 21st Century Skills Awareness

The following menu of resources can be used to build awareness in schools:

- Overview and activity descriptions, turn-key tracker, powerpoint of the day
- Three opening questions tool
- Join the Conversation presentation
- Vision of Students in 21st Century video
- AMA 2010 Critical Skills Survey (4 Cs)
- AMA 2010 Critical Skills Survey (4 Cs)
- "Build San Francisco" School-to-Career Institute video
- "Build San Francisco" School-to-Career Institute video
- SCANS (Secretary's Comission on Necessary Skills) report
- SCANS (Secretary's Comission on Necessary Skills) report
- CDOS Standard 3A Universal Foundation Skills
- Did You Know 4.0 video
- The Poor Scholar's Soliloquy
- 21C Timeline (Moving Forward)
- Framework Definitions
- SARS (video)
- SARS Project (link is on bottom right of webpage linked here)
- Notes Matrix on Knowledge or Skill doc
- SAESwebsite
- Oracle Thinkquest Site
- 6 Steps to Implement 21st Century Skills
- Ideas from September 27th Increasing Awareness Session
- 20th v. 21st Century Paradigms
- Bill Coplin's list of skills link to 3Cs Cooperative
- Study Guide for Solution Tree's *21st Century Skills* book
- Rural Schools and 21st Century Readiness keynote

Links to Videos

- 21st Century Educational Reality

21C Resources

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Six Steps for Implementing 21st Century Skills

Jeff Craig

It seems like it's been a constant criticism throughout the history of education that the education establishment is not doing a good enough job preparing students for the future. Perhaps education is a "half-empty" proposition by its nature. Nevertheless we constantly face such criticism. Despite the constant criticism there does seem to be an emerging voice that addresses the needs of our world to educate our students differently and more successfully than we have in the past: 21st Century Skills.

The fact that our world is changing at an ever-accelerating rate is probably self-evident, however it has been detailed in a great number of places. Books such as *The World is Flat* (Friedman, 2005) have done a great deal to describe a world that is unlike any we have known in our past. In *The Global Achievement Gap*, Tony Wagner described the changing world and the subsequent educational deficiencies in dramatic fashion (2008). The history of educational "catch-up" is efficiently chronicled by Trilling & Fadel (2009). These accounts, and many others, basically tell us that our students need a new set of skills in order to be successful in a different and constantly evolving future. It seems that a consensus is now emerging as to what our students need for success in the future: 21st Century Skills.

It's probable that by now you've heard about the Partnership for 21st Century Skills (P21) and you may have also learned about the framework that the Partnership has constructed to illustrate the 21st Century Skills. You've likely seen the rainbow in concentric pools icon that is associated with 21st Century Skills. The rainbow part of the graphic is intended to show the things we want our students to know, be able

Jeff Craig is the Assistant Superintendent for Instructional Support Services at the Onondaga-Cortland-Madison BOCES. OCM BOCES is a Professional Development Affiliate of the Partnership for 21st Century Skills. In addition to his responsibilities as Assistant Superintendent he is the Director of Research and Technology for the New York State Middle School. His column, Research At A Glance, appears regularly in the journal, In Transition. He has also had other articles appear in In Transition, the Middle School Journal, and the ASCD Curriculum Handbook Insight.

17

III.5 Mini-Observation

Quick break

Evidence Collection
and
Growth-Producing Feedback

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Evidence Collection

- Watch the video
- Collect evidence
- Focus on instruction
  - Standard III (Teaching Standards and NYSUT)
  - Domain 3 (Danielson)

Evidence Collection

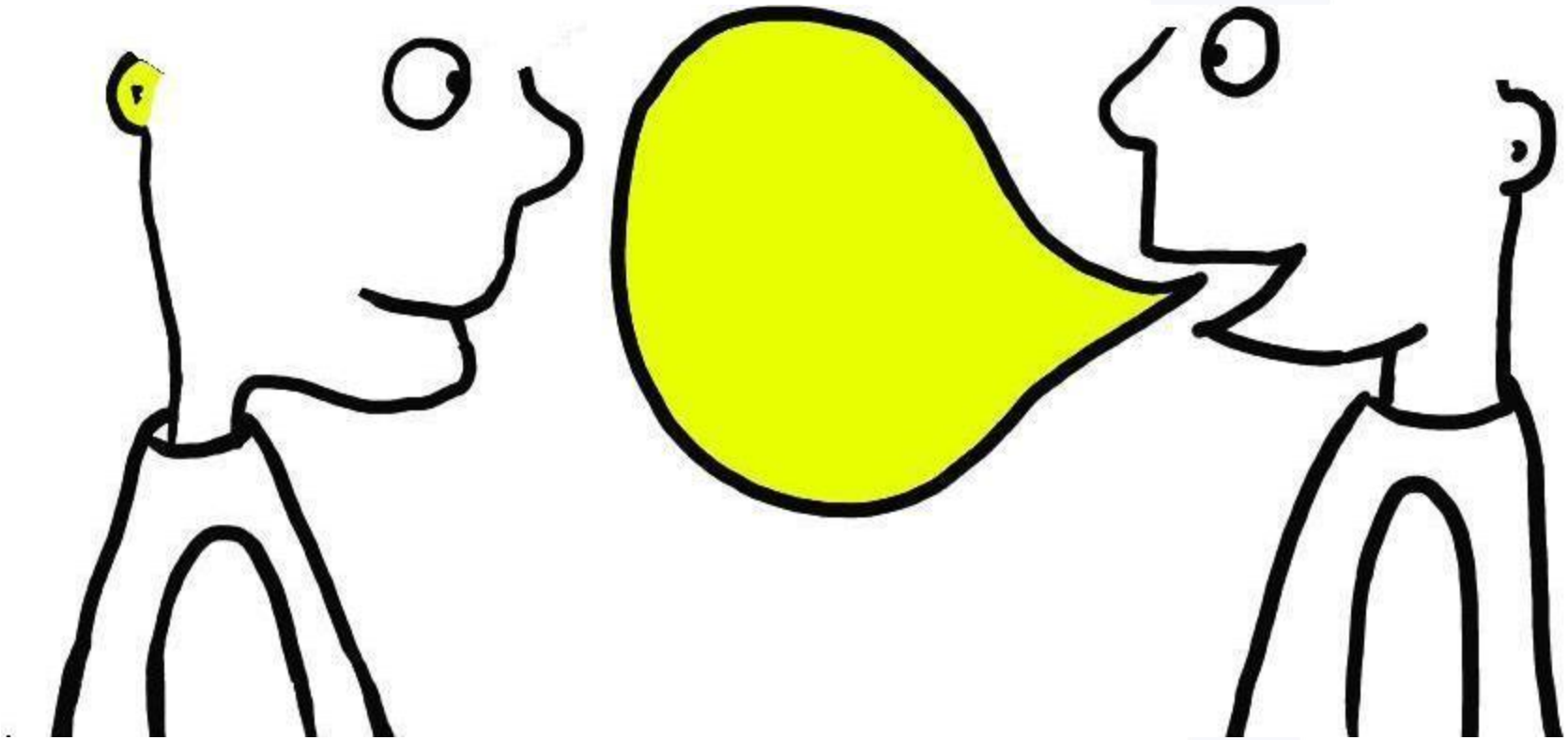
- Label the evidence provided to you
- Use Standards (or refer to Danielson)

Evidence Collection

- Rate the teacher on Standard 3 (NYSUT).
- As prompted in polleverywhere, text your rating
- Where were you, compared to
  - Others in the room (inter-rater agreement)
  - The facilitator (inter-rater reliability)

Growth-Producing Feedback

- With your neighbor, plan your conversation with the teacher



Using Scaled Scores in SLOs and LATs

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Problems with Scaled Scores

- Not comparable from year to year
- Scale is changing (from ≈400-800 to ≈100-200 or the like)

Problems with Scaled Scores

- Not comparable from year to year
- Scale is changing (from ≈400-800 to ≈100-350 or the like)

- So, *how can you compare* from year to year? Can you?

Comparing Scaled Scores

- When this might come up?
  - SLOs
  - LATs
  - RtI
  - AIS identification
  - Parent questions
  - Other

Low, Mid, High Example

- Choose a grade band to work with
- For “old” scale scores:
  - Divide 1 range into three sections (thirds)
  - Repeat for 2, 3, 4
- For “new” scale scores, work in the opposite direction

4x9 Example

- Choose a grade band to work with
- For “old” scale scores:
  - Enter the low and high for each range in the spreadsheet
- For “new” scale scores:
  - Enter the low and high for each range in the spreadsheet
- Compare old and new to see if growth

Teacher Improvement Plans

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§30-2.10(a) and (b)

Teacher or Principal Improvement Plans

C17 from Guidance

When/under what circumstances must a district or BOCES implement a teacher or principal improvement plan?

- Upon rating a teacher or principal as Developing or Ineffective through an annual professional performance review, a school district or BOCES must formulate and commence implementation of a teacher or principal improvement plan (TIP and PIP, respectively) for that teacher or principal.

C17 from Guidance

When/under what circumstances must a district or BOCES implement a teacher or principal improvement plan?

- The TIP or PIP must be developed locally through negotiations and implementation must begin no later than 10 school days from the opening of classes in the school year following the school year for which such teacher or principal's performance is being measured.

C18 from Guidance

What are some potential elements of improvement plans?

- An improvement plan defines specific standards-based goals that a teacher or principal must make progress toward attaining within a specific period of time, such as a 12-month period, and shall include the identification of areas that need improvement, a timeline for achieving improvement, the manner in which improvement will be assessed, and, where appropriate, differentiated activities to support improvement in these areas.

C18 from Guidance

What are some potential elements of improvement plans?

- The plan should clearly describe the professional learning activities that the educator must complete. These activities should be connected directly to the areas needing improvement. The artifacts that the teacher or principal must produce that can serve as benchmarks of improvement and as evidence for the final stage of the improvement plan should be described, and could include items such as lesson plans and supporting materials, including student work.

C18 from Guidance

What are some potential elements of improvement plans?

- The supervisor should clearly state in the plan the additional support and assistance that the educator will receive. In the final stage of the improvement plan, the teacher or principal should meet with his or her supervisor to review the plan, alongside any artifacts and evidence from evaluations, in order to determine if adequate improvement has been made in the required areas outlined within the plan for the teacher or principal.

Evidence Based TIPs

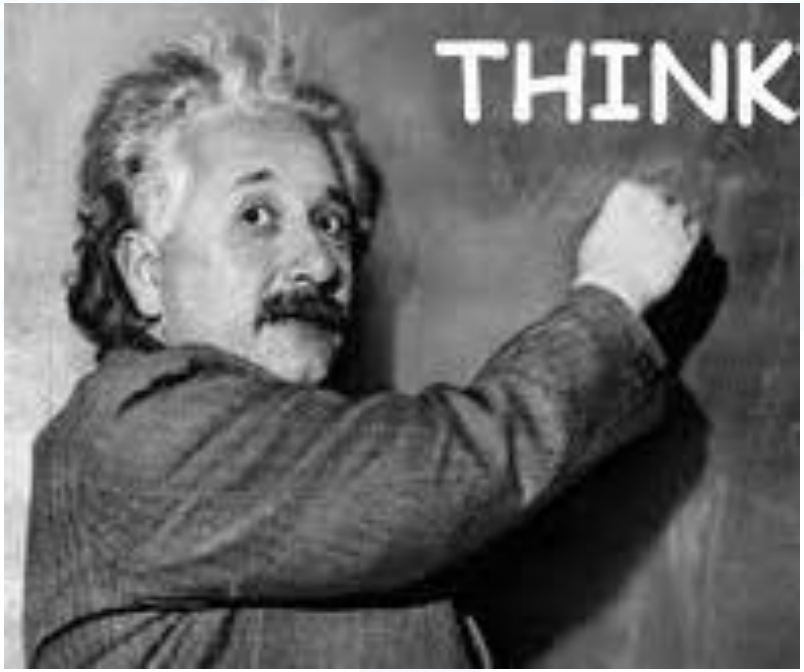
1. Look at rubric
   (standard or element or indicator level?)
2. Prioritize based on district and building goals
3. Identify possible SUSTAINED actions that could be included
4. Go to your form; fill it out
5. What is YOUR plan?

Have a Go!

- On YOUR form, get started!

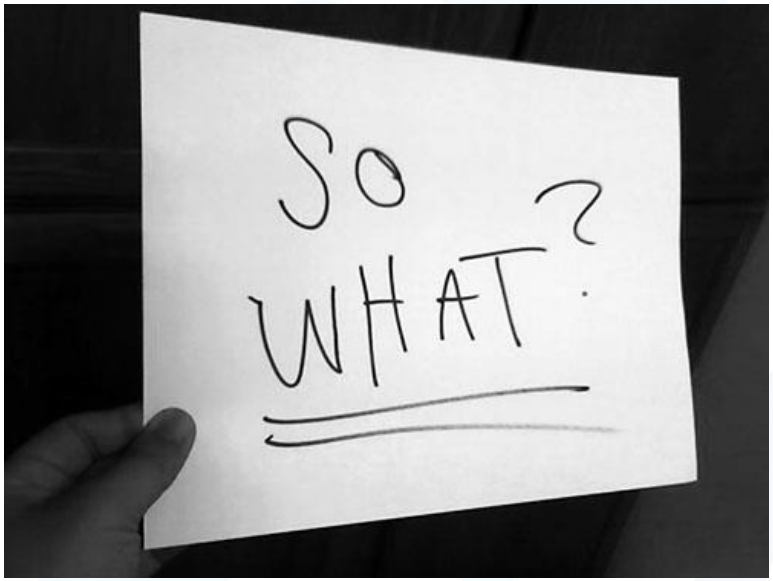
Tips for TIPs

- Think remediation
- Think positive intentions
- Think priorities
- Think focus
- Think coaching
- Think differentiated
- Think sustainability
- Think ongoing



Tips for TIPs

- Don’t think punishment
- Don’t think compliance
- Don’t think workshop alone
- Don’t think buffet
- Don’t think quick fix
- Don’t think one size fits all


So
WHAT?

Looking to 2013-2014

Considering a different approach:

	Cortland	Syracuse
AM	Danielson	NYSUT & Teaching Standards
PM	NYSUT & Teaching Standards	Danielson

What do you think? Feedback?

Looking to 2013-2014

What else would help?

- Growth Producing Feedback, again?
- Year One cohort, again?
- Ongoing year 3 – roughly the same schedule as this year? Other possibilities?