

Lead Evaluator Training

2012-2013

Day 8



INSTRUCTIONAL SUPPORT

Agenda

- Aligning RTTT
- Growth and Value-Added
- Evidence Collection
- Inter-rater agreement and reliability
- Growth-Producing Feedback

Year 1

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

Ongoing

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.”

Ongoing

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)


What You Said

Lead Evaluator Training

- Growth & Value Added
 - RTTT/Reform Agenda
 - 21st Century Skills
 - Evidence Collection
 - Conversations
 - School Culture
 - Summative Evaluation


Aligning the “race” to the top

- Work as a table to complete
- Use your rubric
- Don’t get too specific with the CCLS

Aligning the Race To The Top				 OCMBOCES Committed to Your Success
Rubric	Language (and APPR plan)	CCLS Connection	DDI Connection	Culture Implication


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Reflecting on Teaching (Accuracy and Use in Future)				


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Aligning the Race To The Top				NETWORK TEAM OCMBOCES  Committed to Your Success	
Rubric	Language (and APPR plan)	CCLS Connection	DDI Connection	Culture Implication	
	Reflecting on Teaching (Accuracy and Use in Future)	Are lessons becoming more aligned to CCLS			


Aligning the “race”

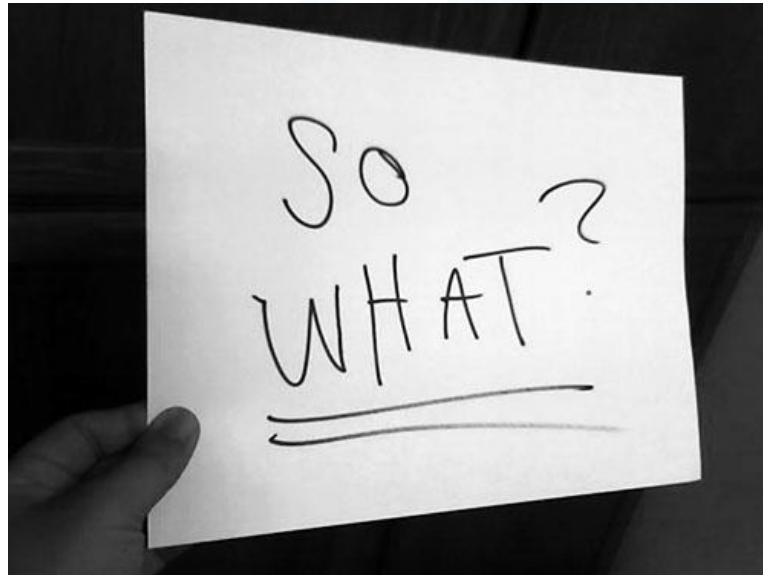
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	Reflecting on Teaching (Accuracy and Use in Future)	Are lessons becoming more aligned to CCLS	Did instructional changes I made based on common formative assessment work?	

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Aligning the Race To The Top			
 <small>Committed to Your Success</small>			
Rubric Language (and APPR plan)	CCLS Connection	DDI Connection	Culture Implication
Reflecting on Teaching (Accuracy and Use in Future)	Are lessons becoming more aligned to CCLS	Did instructional changes I made based on common formative assessment work?	Do schedules have built-in time for teachers to co-labor?



SED's Research Behind Teacher Evaluation



INSTRUCTIONAL SUPPORT

Teacher Effectiveness Research

- Teacher effectiveness matters!
- This is the right work!
- Two big [recent] research studies confirm this

Chetty, Friedman & Rockoff

The Long-Term Impacts of Teachers:
Teacher Value-added and Student
Outcomes in Adulthood



Chetty, Friedman & Rockoff

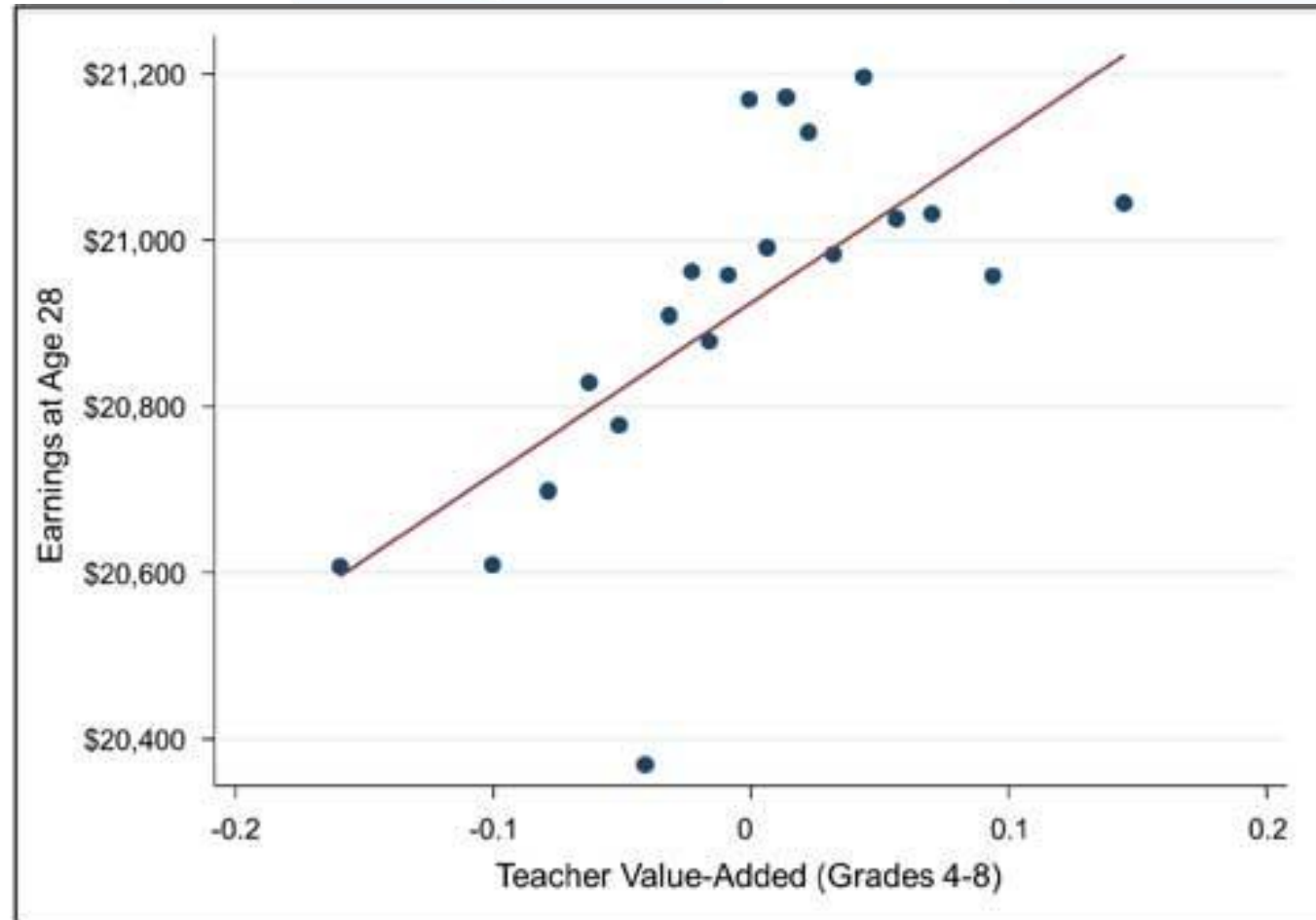
- 2.5M children from childhood to early adulthood in 1 large district
- Teacher/course linkages and test scores in grades 3-8 from 1991-2009
- US government tax data from W-2s: on parents AND students
- About parents: household income, retirement savings, home ownership, marriage, age when student born
- About students up to age 28: teen birth, college attendance, earnings, neighborhood “quality”

Chetty, Friedman & Rockoff

- Having a higher value-added teacher for even one year in grades 4-8 has substantial positive long-term impacts on a student's life outcomes including:
 - Likelihood of attending college (↑ 1.25%)
 - Likelihood of teen pregnancy (↓ 1.25%)
 - Salary earned in lifetime (↑ \$25K)
 - Neighborhood (↑ college grads)
 - Retirement savings (↑)

Chetty, Friedman & Rockoff

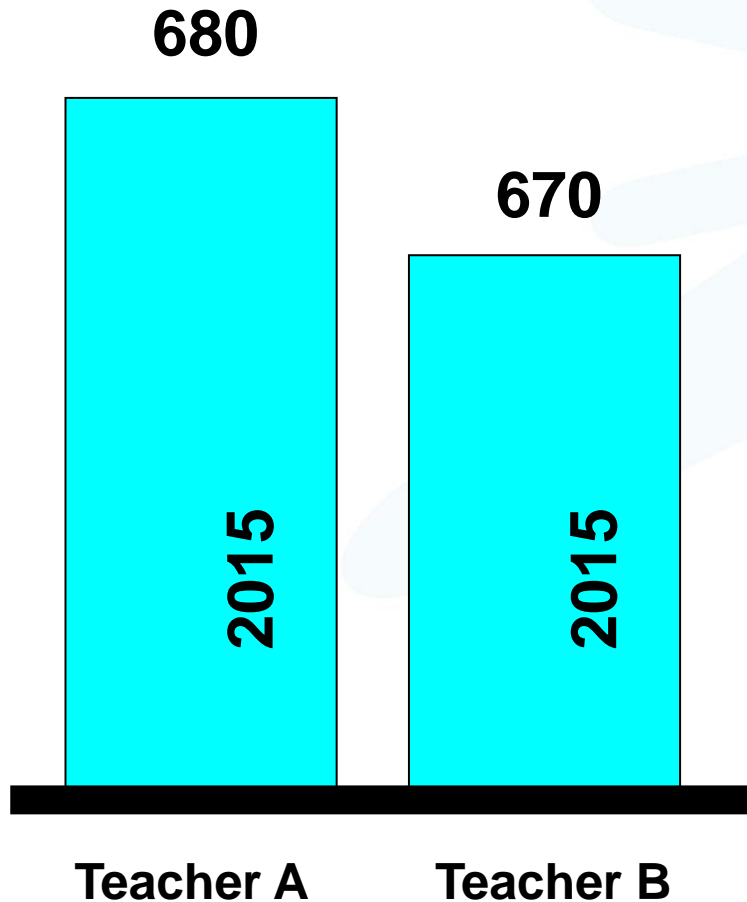
- Student Future Earnings



What is “teacher value added”

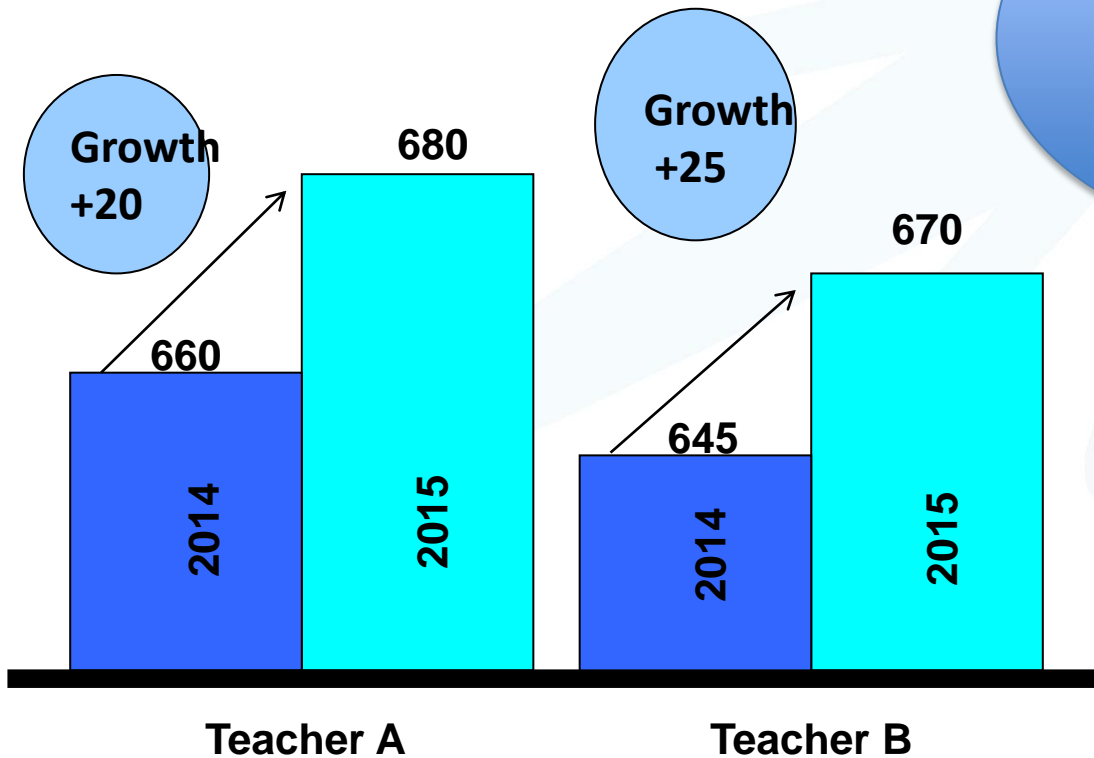
- A statistical measure of the growth of a teacher’s students that takes into account the differences in students across classrooms that school systems can measure but teachers can’t control.
- Growth compared to the average growth of similar students

Test Scores Alone



Achievement scores say more about students than teachers.

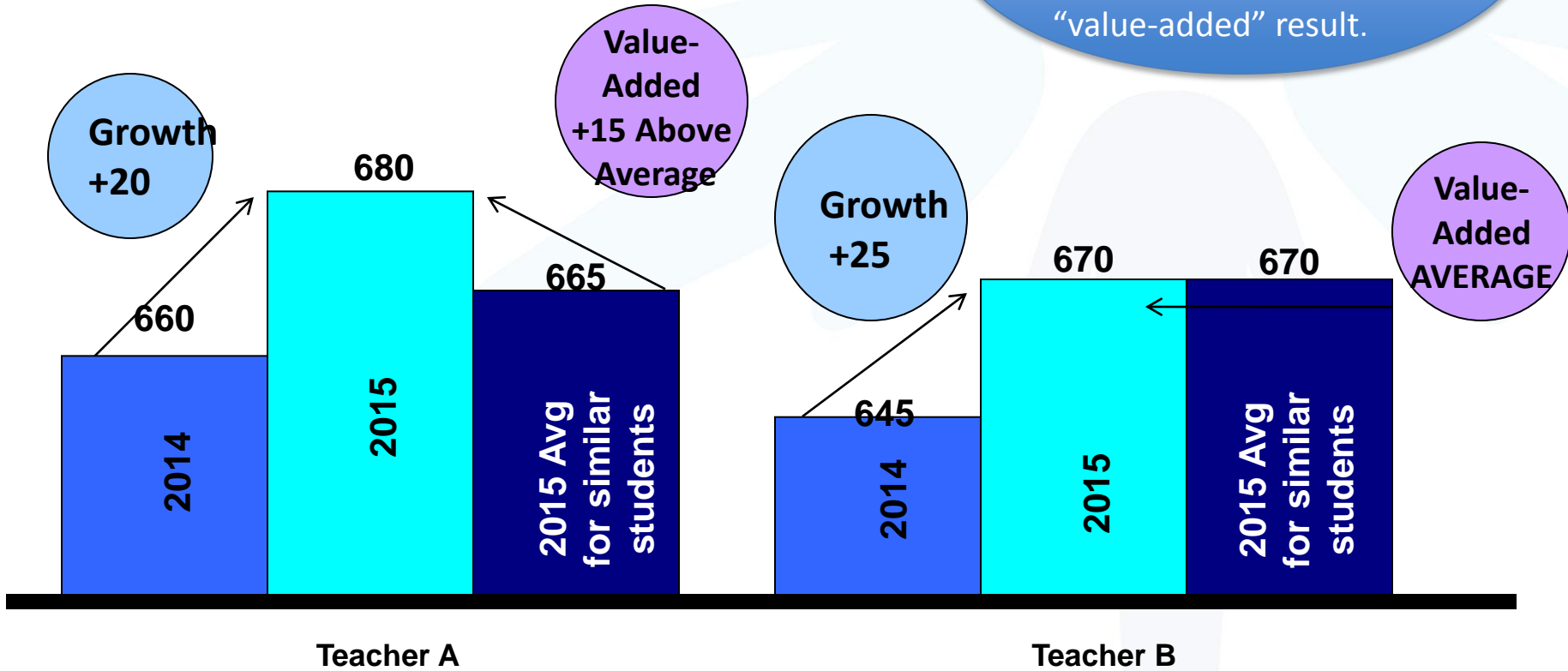
Growth



Adding average prior achievement for the same students shows Teacher B's students had higher growth.

Value-Added

Comparing growth to the average growth of “similar” students gives teacher A the higher “value-added” result.



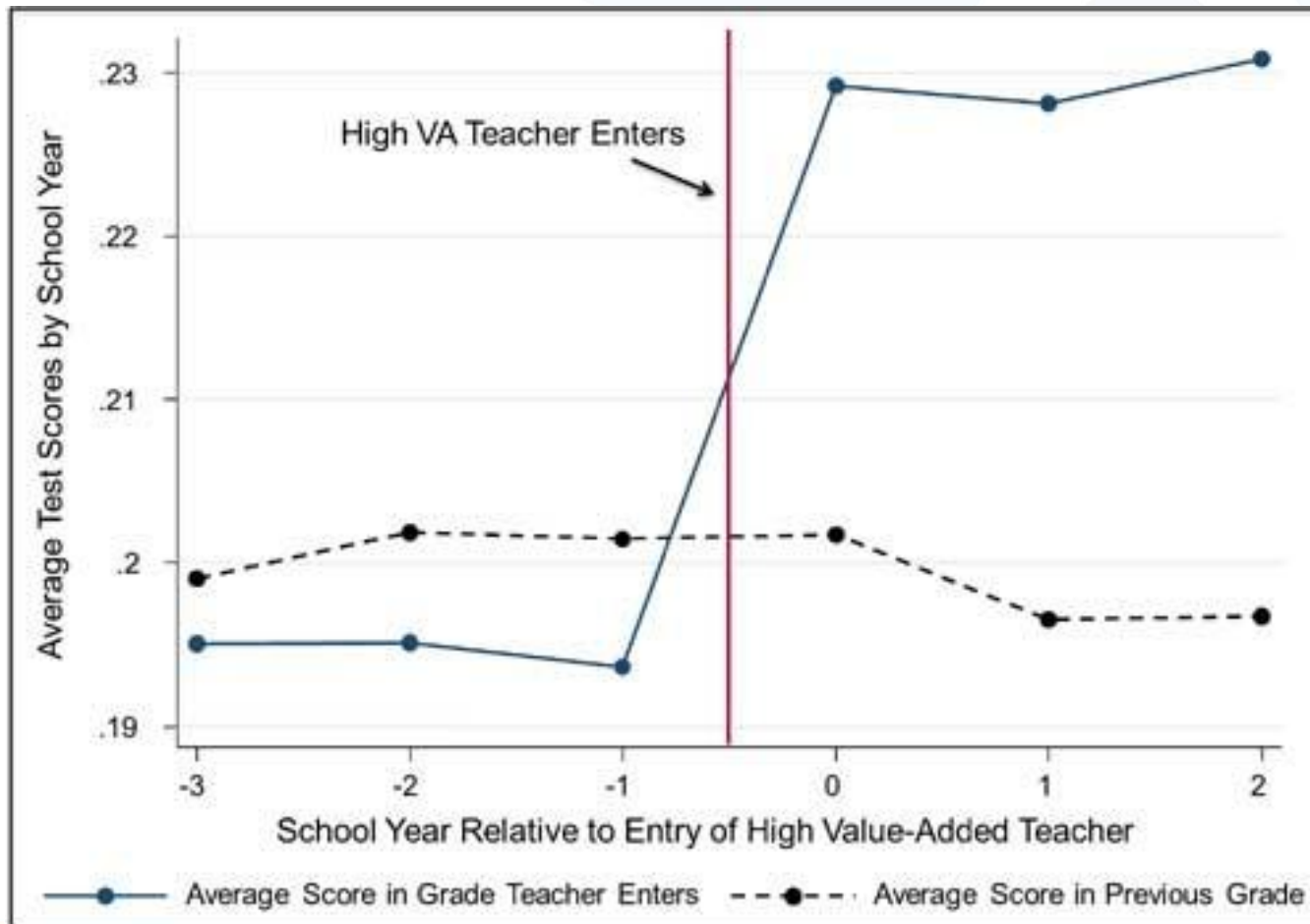
The background features a stylized illustration of a teacher and several students. The teacher is a larger, light blue figure in the center, with arms outstretched. Surrounding the teacher are several smaller, light blue figures representing students, also with arms outstretched. The entire scene is set against a white background with a dark blue wavy border at the top and bottom.

What do you think would happen:

A high value-added teacher (top 5%) arrives in a new school to teach fourth grade:

What happens to the new teacher's kids' fourth grade test scores?

The scores go up.



But what about?

Maybe the “high value-added teacher’s” kids were all from high income families?

The researchers thought of that, got the data and it doesn't change the fact that having a high value-added teacher matters.

Maybe “high value-added teachers” are always assigned to the higher achieving kids.

They thought of that, got the data, and it doesn't change the fact that (guess what).....

Maybe it's just true for the top 5% of teachers. We can't all be superstars.

They thought of that (and guess what?)

But what about?

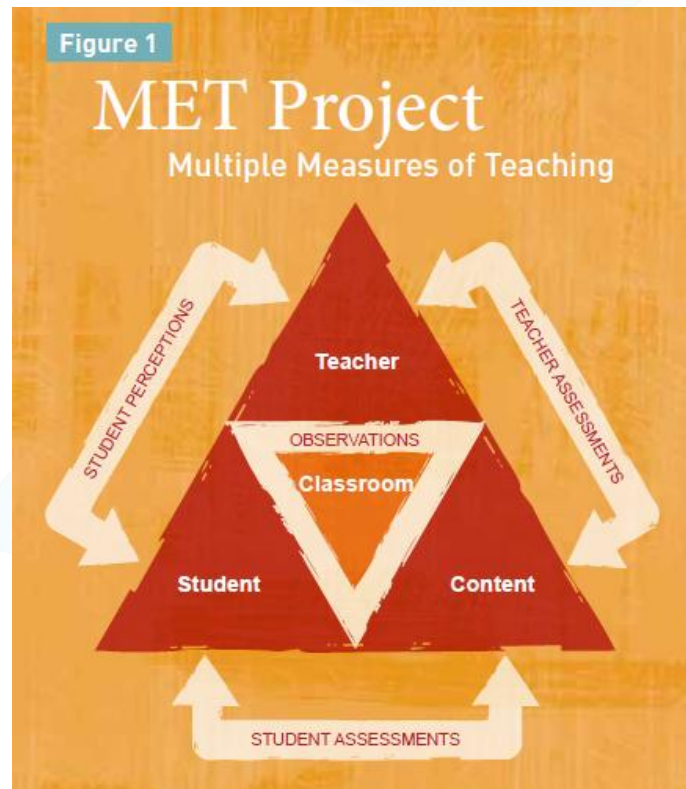
Recent questions about the study point out that these data come from a period prior to high stakes testing?

Chetty said it was possible that in high-stakes conditions the usefulness of value-added ratings could be impacted, but implausible that the effect would totally disappear.

Could it be that teachers under pressure to raise their students' scores through extensive test preparation will get inflated results that do not carry over positively to adulthood?

This might be true except for the fact that test prep has been proven to have a negative impact on student achievement – thus inflated results due to test prep does not occur.

Measures of Effective Teaching



Measures of Effective Teaching

Indicators tested:

5 instruments for classroom observations

Student surveys (Tripod Survey)

Value-added on state tests

Size:

3,000 teachers

22,500 observation scores (7,500 lesson videos x 3 scores)

900 + trained observers

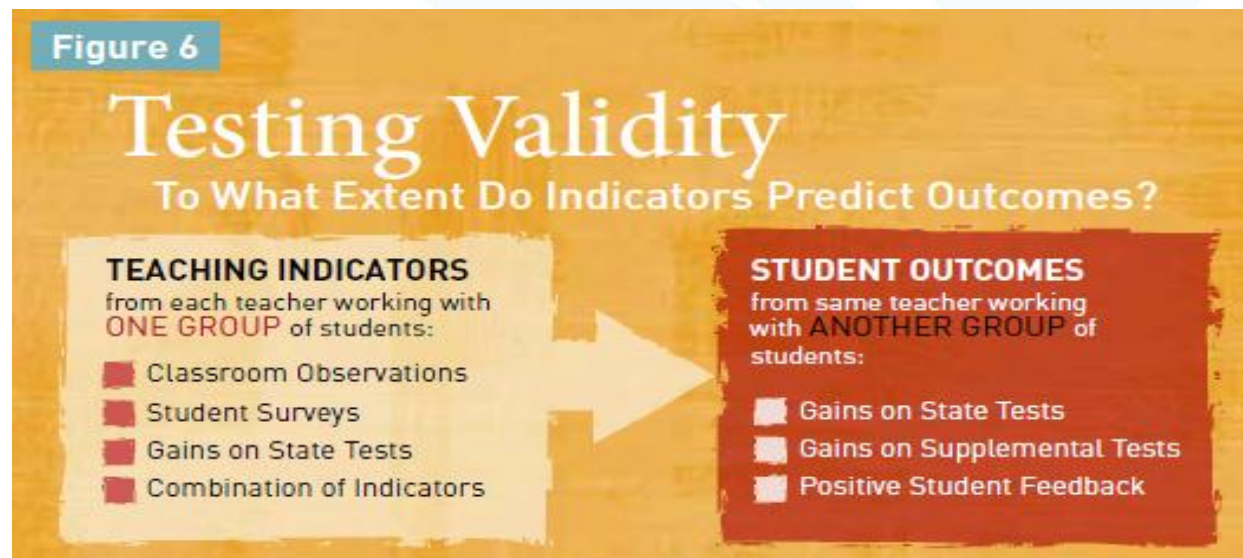
44,500 students completing surveys and supplemental assessments

Outcomes studied:

Gains on state math and ELA tests

Gains on supplemental tests (*BAM & SAT9 OE*)

Student-reported outcomes (effort and enjoyment in class)



Predictive power: Which measure could most accurately identify teachers likely to have large gains when working with another group of students?

Reliability: Which measures were most stable from section to section or year to year for a given teacher?

Potential for Diagnostic Insight: Which have the potential to help a teacher see areas of practice needing improvement

Measures of Effective Teaching

Measure	Predictive power	Reliability	Potential for Diagnostic Insight
Value-added	H	M	L
Student survey	M	H	M
Observation	L	M/H	H

Use multiple measures

- All the **observation rubrics** are positively associated with student achievement gains
- Using **multiple observations** per teacher is VERY important (and ideally multiple observers)
- The **student feedback survey** tested is ALSO positively associated with student achievement gains

Framework for Teaching

Managing student behavior



Creating an environment of respect and rapport



Engaging students in learning



Managing classroom procedures



Establishing a culture of learning



Using assessment in instruction



Using questioning and discussion techniques



Communicating with students



■ Unsatisfactory
 ■ Basic
 ■ Proficient
 ■ Distinguished

Unsatisfactory	Yes/no Questions, posed in rapid succession, teacher asks all questions, same few students participate.
Basic	Some questions ask for student explanations, uneven attempts to engage all students.
Proficient	Most questions ask for explanation, discussion develops/teacher steps aside, all students participate.
Advanced	All questions high quality, students initiate some questions, students engage other students.

Framework for Teaching



Highest scores for orderly environment

Lowest scores for more complex aspects of instruction

Student Feedback

Rank	Survey Statement
Student survey items with <u>strongest</u> relationship to middle school math gains:	
1	Students in this class treat the teacher with respect
2	My classmates behave the way my teacher wants them to
3	Our class stays busy and doesn't waste time
4	In this class, we learn a lot every day
5	In this class, we learn to correct our mistakes

Student Feedback

Rank

Survey Statement

Student survey items with the weakest relationship to middle school math gains:

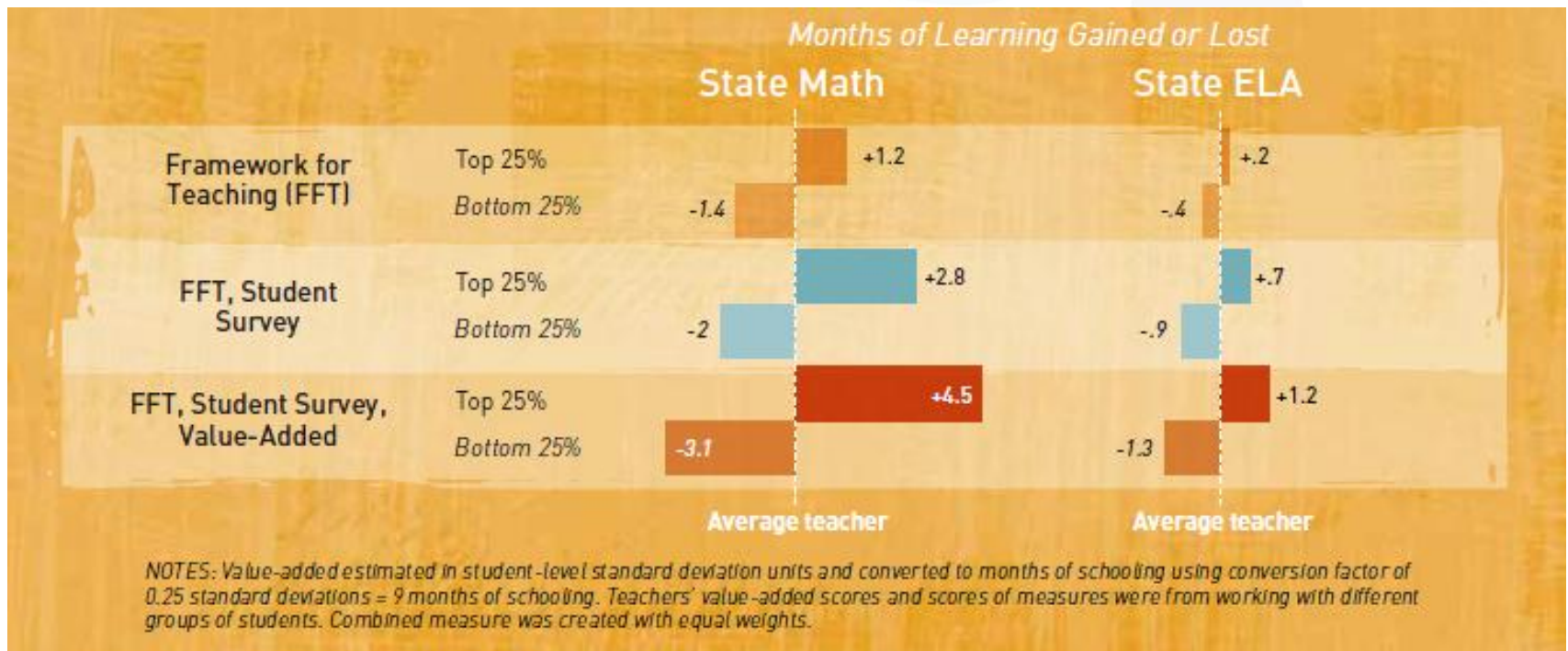
38

I have learned a lot this year about [the state test]

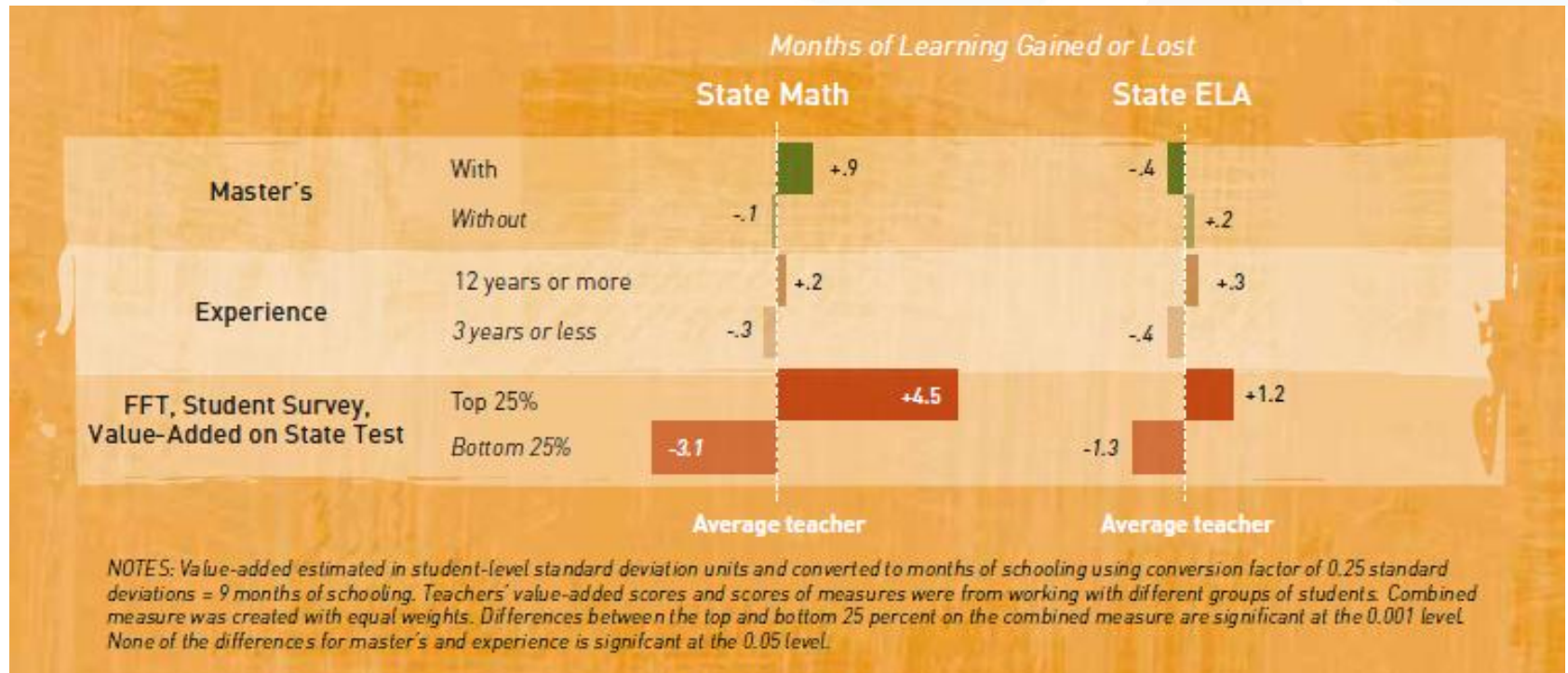
39

Getting ready for [state test] takes a lot of time in our class

Multiple Measures



Traditional Measures



Four Steps

Figure 2

Pathway to High-Quality Classroom Observations as Part of a Multiple Measures System

Define
EXPECTATIONS
FOR
TEACHERS

Ensure
OBSERVER
ACCURACY

Ensure
RELIABILITY
OF RESULTS

Determine
ALIGNMENT
WITH
OUTCOMES



How would you answer?

- New York's evaluation system is based mostly on State test scores and that's not good.
- A principal knows a good teacher when s/he sees one; we don't need to include value-added results too.
- I've been doing teacher observations for years. I don't need to go to your training.
- Teacher Value-added information is unreliable and shouldn't be a part of teacher evaluation.
- By putting test scores into teacher evaluation, everyone will do even more to "teach to the test" and if that doesn't work, they'll cheat.



Quick break

Mini-lesson: 21st Century Skills



INSTRUCTIONAL SUPPORT

CNY21

21st Century Skills for the Future!

What? Why? How?

Join the Conversation!

21C Scavenger Hunt

In the document provided to 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](#)
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- 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](#)
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Skills Maps connect the relevant Standards with 21st Century Skills

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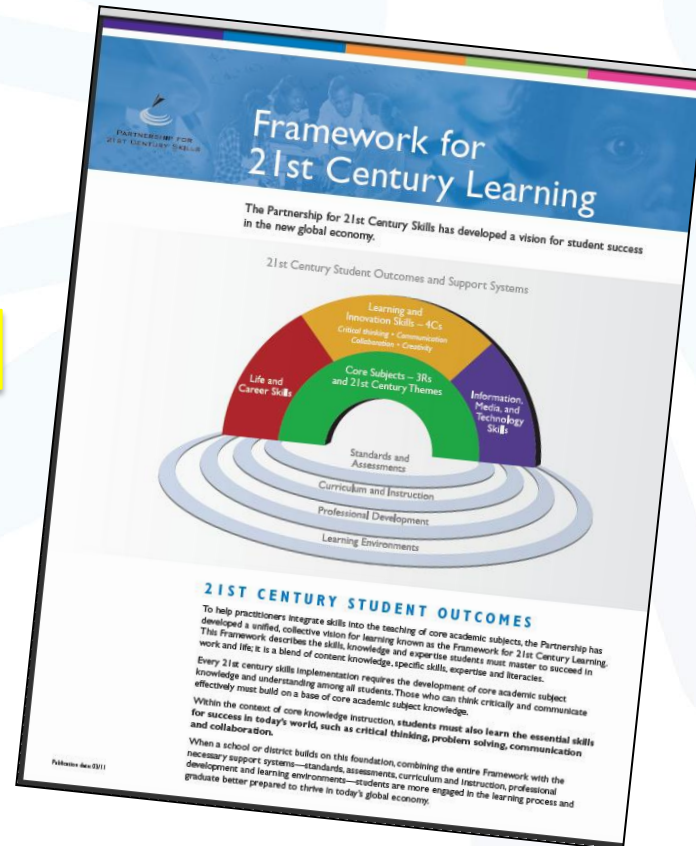
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EdLeader21
**7 Steps to Becoming a
21st Century School**
ESC of Central Ohio and Upper Arlington Schools
January 13, 2012
Ken Kay, CEO, EdLeader21

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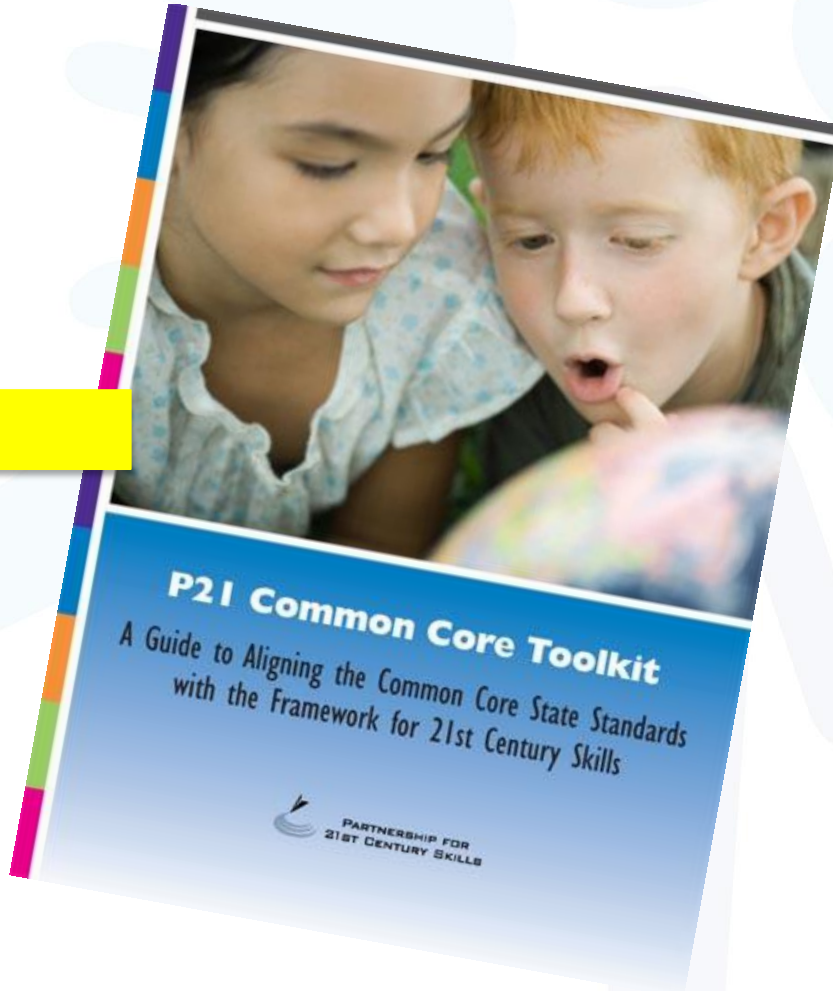
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6 Steps to Implement 21st Century Skills

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 10th**
- 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 TechnologyDue 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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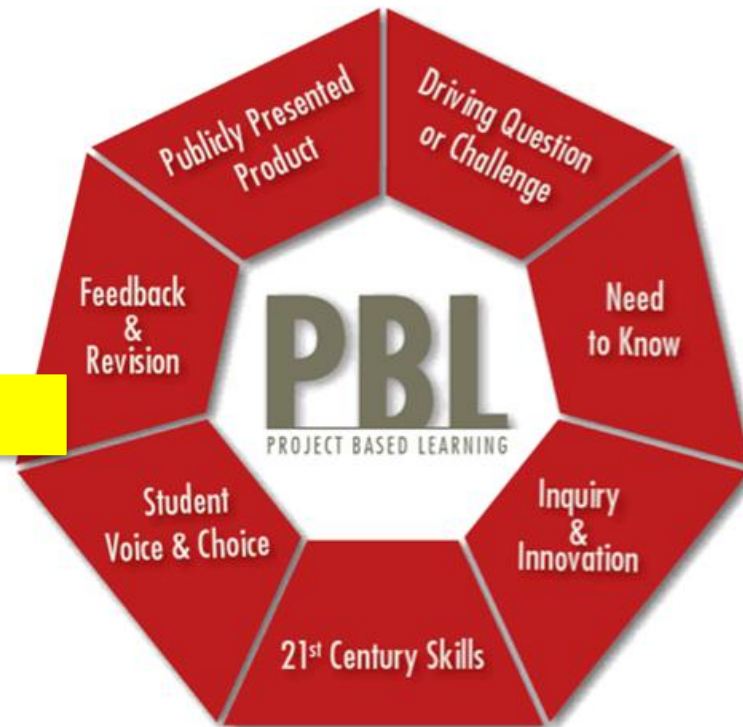
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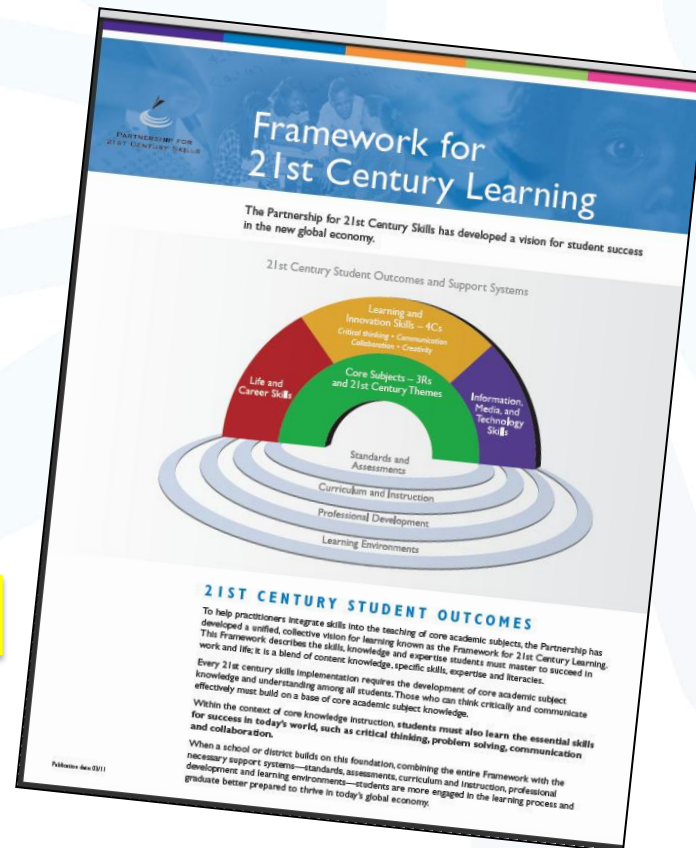
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- [Slides](#) that explain what 21st Century Skills are
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Skills Maps connect the relevant Standards

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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 Education Department (21st Century Skills, engagement, constructivism, and 21st Century Skills).

General Resources about 21st Century Skills

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CNY21
New York State Education Department
Office of Career and Technical Education

Some Questions...

What are the two or three biggest changes in society in the last 25-30 years?

List two or three skills that students need to address the changes in society you described above.

Looking at the skills you listed above, how intentional is your school in helping students develop those skills?



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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 \(4 Cs\)](#)
- ["Build San Francisco" School-to-Career Institute video](#)
- [SCANS \(Secretary's Commission on Necessary Skills\) report](#)
- [CDECS Standard 3A Universal Foundation Skills](#)
- [Did You Know 4.0 video](#)
- [The Power Scholar's Solution](#)
- [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](#)
- [SARS website](#)
- [Oracle Thinkquest Site](#)
- [6 Steps to Implement 21st Century Skills](#)
- [Webcast from September 27th Increasing Awareness Session](#)
- [20th v. 21st Century Paradigms](#)
- [Bill Coplin's list of skills](#) [link to 3Cs Cooperation](#)
- [Study Guide for Solution Tree's 21st Century Skills book](#)
- [Rural Schools and 21st Century Readiness \[webcast\]\(#\)](#)



Links to Videos

- [21st Century Educational Reality](#)



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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 criticisms. 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 by Trilling and the history of educational "catch-up" is efficiently chronicled by Trilling & Fadel (2009). These accounts, and many others, basically tell us that 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 Oneida-Carlisle 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 columns, *Research in a Glass*, 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 Insights.





Quick break

Evidence Collection *and* Growth-Producing Feedback



INSTRUCTIONAL SUPPORT

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)



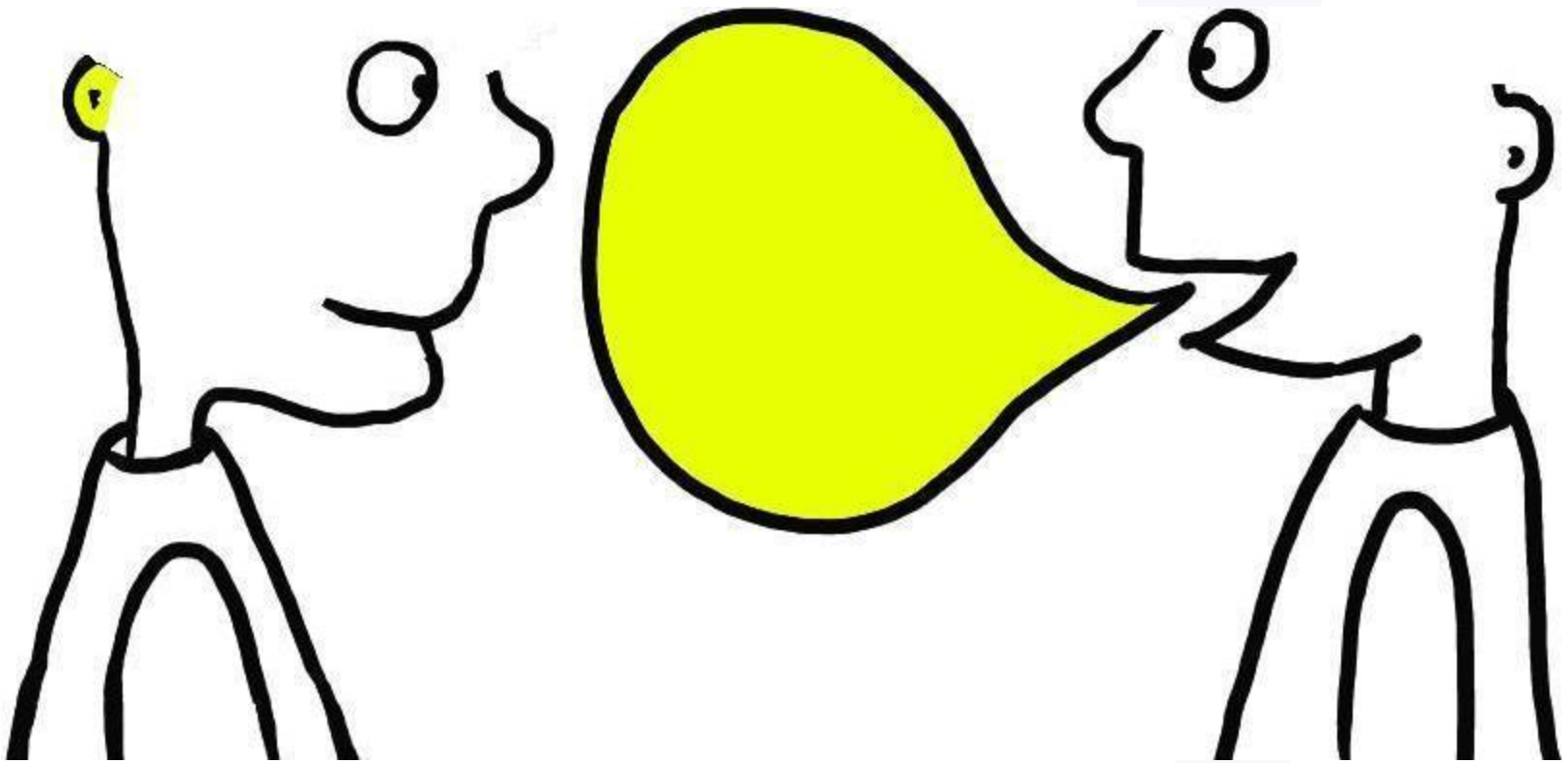
Evidence Collection

- 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)



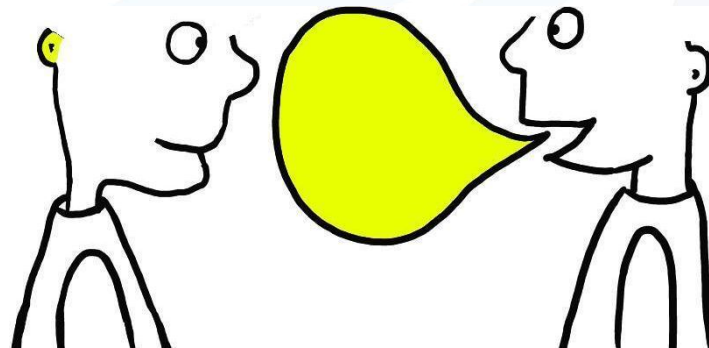
Growth-Producing Feedback

- With your neighbor, plan your conversation with the teacher



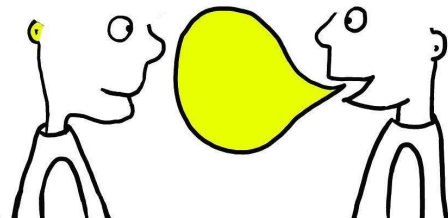
Growth-Producing Feedback

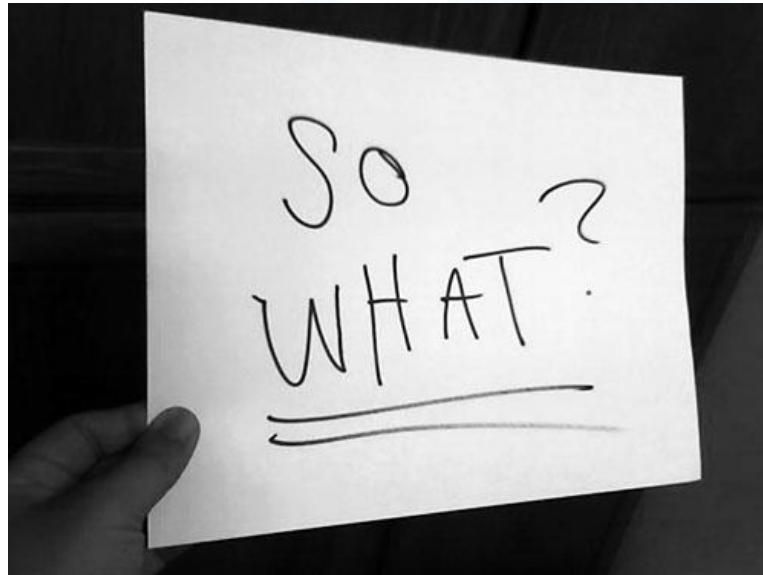
- Choose one of the cards from the center of the table. READ IT.
- Think about how you would talk about the situation described on the card.



Growth-Producing Feedback

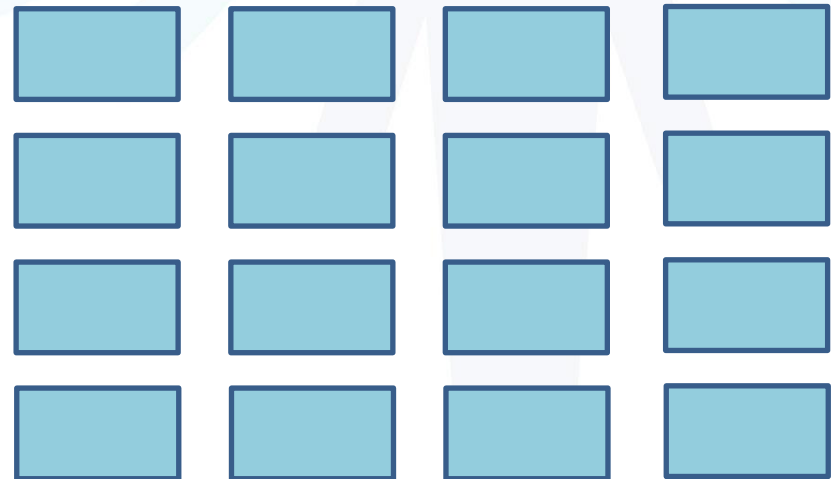
- Go talk to someone from another table
WHO DOESN'T HAVE THE SAME CARD
AS YOU.
- First share the situation, and then how you
would tackle it in a conversation with the
teacher.
- Switch!





Final Connections

- Lay out the cards, face down
- Turn over any two
- At the table, talk about how the two of them are connected (and then turn over 3 at a time... 4...)



Next Session

- January 25th in Syracuse
- Agenda will include
 - Evidence Collection and Growth-Producing Feedback
 - Preparing for Summative Conversations

Session Close

- We don't have too much Year One Lead Evaluator Training left.
- What questions do you still have about the process?
- What questions do you have about the nine components?